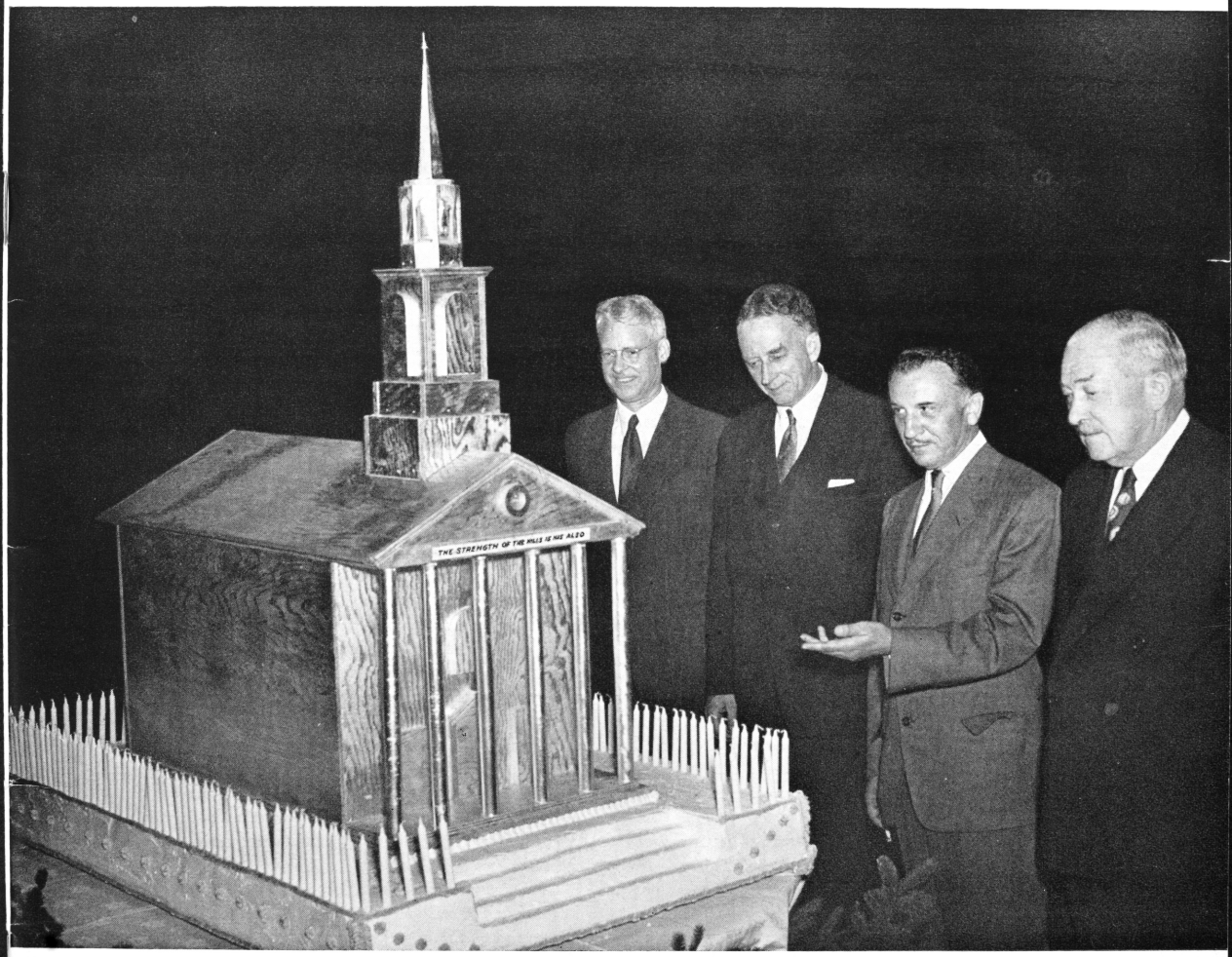
THE MIDDLEBURY COLLEGE

NEWS LETTER

SENT BY THE COLLEGE TO ALL MIDDLEBURY MEN AND WOMEN



SESQUICENTENNIAL REPORT

VOLUME XXV JANUARY, 1951 NO. 2

It has been called to my attention that Middlebury College is observing its one hundred fiftieth anniversary this year, and I wish to take this means of congratulating you, as President, on this historic occasion.

Here in the middle west we have just passed the century mark, and much of our national traditions and cultural and historic background were originally nurtured in your great state. We are ever mindful of the great contribution that your institution has made to the cultural, educational, economic and social development of this great nation of ours.

Surely you may be proud, on this occasion, and I wish to express, as Governor of the Great State of Iowa, my hearty congratulations, and to convey my sincere desire for constant progress through the succeeding years.

WM. S. BEARDSLEY,
Governor of Iowa

★ ★ ★

America has been richly blessed because of the wise planning of the founders of our institutions of higher learning.

Middlebury College is a great institution today because its leaders continue to promote the high values of life and to contribute to the highest attribute of mankind—that of service to fellow-men.

This year your great college celebrates its Sesquicentennial. To you and to the college I extend my personal congratulations and hearty greetings. My sincere wish is that Middlebury College will always remain true to her great mission in the generations to come.

FRANK CARLSON,
Governor of Kansas

★ ★ ★

It has been brought to my attention that Middlebury College is now celebrating its 150th anniversary. I would like to take this opportunity to extend the congratulations of the State of Louisiana on this achievement.

The traditions of American education that began in New England and have remained so little changed in intent are exemplified by Middlebury College and its liberal education program.

In the light of the present day trend toward specialization in American business and industry, I feel that such colleges as Middlebury take on an additional importance in their aims to teach the liberal arts, so necessary to the educated person.

Therefore, I send congratulations to you and Middlebury from the Deep South, in the name of the people of Louisiana.

With sincere best wishes, I am

EARL K. LONG,
Governor of Louisiana

★ ★ ★

If the founders of Middlebury College could witness the sesquicentennial celebration being planned this year, they would certainly rejoice that this institution has achieved an enviable position in the educational world.

We, of New England, are proud to have a college of this type located in our midst, as the training which its graduates have received prepares them for their chosen work, as well as instilling an understanding of the world in which we live.

It is a pleasure for me to extend congratulations and best wishes on the 150th anniversary of Middlebury College from the people of Maine.

FREDERICK G. PAYNE,
Governor of Maine

★ ★ ★

The State of Maryland is happy to extend congratulations to Middlebury College on the occasion of its Sesquicentennial Celebration.

As an example of the fine educational institutions without whose guidance our nation could never have reached its present eminence, Middlebury College has made a splendid contribution to American progress.

Expressing itself through the education of leaders in Art, in Industry, in Literature, and in Teaching, Middlebury has added measurably to the wealth of our culture.

With every good wish for the continuance of such scholarly virtue, I am,

WM. PRESTON LANE, JR.,
Governor of Maryland

★ ★ ★

I am happy to have this opportunity to extend to you the felicitations of the Commonwealth of Massachusetts upon the one hundred and fiftieth anniversary of the founding of Middlebury College.

While Middlebury lies outside the boundaries of Massachusetts it has ever been generous in affording high educational facilities for the young people of this Commonwealth.

I believe that you are especially to be congratulated upon the tenacity with which you have adhered to your early purpose of educating young men and women to "become responsible citizens and intelligent leaders . . . prepared for leading a full life." The temptations to deviate from this high purpose are so many that you are the more to be commended for your steadfast resistance.

The physical needs of a college change through the years, with laboratories and gymnasia undreamed of in 1800. Commencement exercises these days seldom include a Greek oration. But some public questions are as relevant today as when Middlebury was founded. I note, for example, that on Commencement Day in 1802, there was a "Dispute, on the question: 'Is it expedient for the United States to increase their Navy?'"

Surely as perennial are many of the questions relating to the education of our youth.

I most heartily wish for Middlebury the same high attainment in solving these questions in the future as has characterized its distinguished record in the past.

PAUL A. DEVER,
Governor of Massachusetts

★ ★ ★

It is a pleasure and a privilege personally and on behalf of the citizens of Michigan to congratulate Middlebury College on its 150th anniversary.

Middlebury is a monument to the Vermont citizens who, under the guidance of Timothy Dwight, President of Yale University, founded the College. The fact that it still operates under the original charter, granted on November 1, 1800, gives

proof of the wisdom and vision of these pioneers in the field of education in America. Through the years, Middlebury, on the solid foundations they laid so long ago, has remained a school which prepares students "for living as well as livelihood."

May Middlebury, on its hilltop looking both ways to the mountains, continue in the years ahead to fulfill the democratic ideals envisioned by its founders.

G. Mennen Williams,
Governor of Michigan

★ ★ ★

It gives me great pleasure to have this opportunity to extend my heartiest congratulations on the glorious occasion of the 150th anniversary of Middlebury College.

I have read with great interest the attractive brochure describing the liberal arts program of Middlebury. It has truly achieved a distinguished record in the preparation of young people for a life of leadership and good citizenship in our nation.

Minnesota is fortunate to have Middlebury alumni and to be able to gain the benefits of their important contributions to our state.

You have my best wishes for a most inspirational observance of the Sesquicentennial of Middlebury and for the future of the outstanding services which the college is rendering to the nation.

Luther W. Youngdahl,
Governor of Minnesota

★ ★ ★

On behalf of the Middlebury Alumni educational leaders and the people of the great State of Missouri I am privileged to extend our sincere greetings and best wishes to Middlebury College upon its 150th anniversary.

We in Missouri wish for you and your college many, many more years of continued success and service for the cause of education and improvement of the standards of this great country of ours.

Forrest Smith,
Governor of Missouri

★ ★ ★

At a time in our nation's history when the liberties and freedoms we enjoy under a democratic government are again imperiled, it is a signal honor to recognize and pay tribute to an institution whose 150-year history has been dedicated in service to youth.

The task that Middlebury College assumed in 1800 and which it has so successfully performed since—of imparting to its students an enduring zest for intellectual tasks and of promoting the dignity of the individual—becomes, today, an increasingly vital assignment.

During this Sesquicentennial year, you will receive hundreds of expressions of admiration and congratulations for Middlebury's manifold achievements. None, however, will carry more warm nor more genuine feelings of esteem than this letter of tribute from the people of Montana. Particularly, I know, do Montana graduates of Middlebury join me in offering heartfelt good wishes for the continued success of your splendid institution.

John W. Bonner,
Governor of Montana

★ ★ ★

I want to congratulate you and the members of the faculty at Middlebury on the occasion of the school's Sesquicentennial Celebration.

For one hundred and fifty years, Middlebury has been a source of sound, balanced education for people all over the world. It has produced responsible citizens and intellectual leaders, the type of people upon which the future of America and the world is dependent.

Best wishes for your continued growth and progress.

Val Peterson,
Governor of Nebraska

★ ★ ★

The State of New Hampshire takes pleasure in conveying its greetings to Middlebury College, its President and faculty, its students, its graduates, and its many friends. Not the least of the many good things grown in Vermont are its institutions of education, and Middlebury has become one of the foremost in the field of Liberal Arts colleges, in a world where scientific and technological achievements have outstripped our ability to use them constructively. To serve competently, if not actually to save civilization, our leaders in the affairs of government, of commerce, and of education must possess a new proportion of values. To train for such a service, Middlebury College is well founded and is fortunate to be guided, as well, by the inspiration of New England ideals.

Sherman Adams,
Governor of New Hampshire

★ ★ ★

Middlebury College, which this year celebrates its sesquicentennial anniversary, lacks but a few years of being as old as the United States of America. It is not too great an inaccuracy therefore, to say that the two have grown and matured together.

In many ways the development of these two great institutions have paralleled one another. From small and uncertain beginnings both have achieved pre-eminence in their respective fields.

Middlebury College is today one of America's fine educational institutions. Nestled in the scenic Green Mountains of Vermont and within easy reach of beautiful Lake Dunmore,

The News Letter

Published quarterly by Middlebury College for its Alumni and Alumnae

MEMBER OF THE AMERICAN ALUMNI COUNCIL

Circulation—6,800 Copies

GEORGE H. HUBAN, *Editor*

Cover

Mead Memorial Chapel was the motif of the huge anniversary cake at the Alumni Luncheon following the Sesquicentennial Convocation exercises. Admiring the cake pictured on the cover are, left to right: Dr. Stephen A. Freeman, Vice-President of the College; Philip C. Jessup, U. S. Ambassador-at-Large; President Stratton; and Dr. Oliver C. Carmichael, President of the Carnegie Foundation for the Advancement of Teaching.

Photos by Warren Case

Entered at the Middlebury, Vt., Post Office as second-class matter

VOL. XXV JANUARY, 1951 NO. 2

Middlebury affords America's scholars one of the most attractive settings for the pursuit of higher learning.

For one hundred fifty years of outstanding achievement, I am happy to extend to Middlebury College, and its President, the congratulations and best wishes of the State of New Jersey.

ALFRED E. DRISCOLL,
Governor of New Jersey

★ ★ ★

It has come to my attention that Middlebury College is this year celebrating its 150th anniversary.

This is one of the oldest and most renowned institutions in our nation. I want to take this occasion to extend to yourself, as President, and to the other officials of this institution, my congratulations on the service Middlebury College has rendered the nation during the many years since its founding.

With best wishes and kindest regards, I am

THOMAS J. MABRAY,
Governor of New Mexico

★ ★ ★

As you approach the date of the exercises marking the Sesquicentennial of Middlebury College in Vermont, I am happy to convey to you and your associates the heartfelt good wishes of your neighbors in the Empire State.

The strong bond between us is evidenced by the interesting parallel between the aims of Middlebury College and those of the State University of New York. Both were created for the welfare of youth without regard to differences of creed or politics, and both are devoted to the training of enlightened and useful citizens of our American Republic.

In this critical period, when free men everywhere must unite to defend and maintain their cherished liberties, America must rely more heavily than ever before upon its colleges and universities to give our young men and young women the sound training and high idealism these difficult times demand.

With kind regards and best wishes,

THOMAS E. DEWEY,
Governor of New York

★ ★ ★

It is indeed with pleasure that I congratulate you as President of Middlebury College on the occasion of its Sesquicentennial Celebration. During these one hundred and fifty years of its life, Middlebury has given to our nation and the world the products of a liberal arts education not only an education of the mind and soul, but also a better understanding of human nature and a greater appreciation and realization of values.

During the approaching celebration, the founders of Middlebury College will be justly lauded for the pattern of education they chose and the foundation they laid. The administrations that have followed should be commended for maintaining that original pattern and enlarging the design.

Former and present North Carolina students of Middlebury College join me in paying tribute to this internationally recognized institution of higher learning.

W. KERR SCOTT,
Governor of North Carolina

On the occasion of the 150th anniversary of the founding of Middlebury College, I extend to you, the members of the faculty and the student body, my heartiest congratulations and best wishes for the future success and growth of your venerable institution.

Middlebury College, by placing emphasis upon high scholarship, clear thinking, character, individual merit and community service, has taken her rank among the foremost institutions of higher learning in the nation. Her students have left her halls and classrooms to assume leadership in communities throughout the United States.

To have served the youth of America and to have contributed to the culture of the world for 150 years as Middlebury College has done, is a proud record indeed. I am sure, however, that Middlebury College is not content to rest on its laurels of the past, but instead is looking eagerly to the challenges of the future.

If ever a time existed in the affairs of mankind when institutions of higher learning had the duty of building faith, moral stamina and spiritual strength, that time is now. It is the function of colleges to prepare their students for a livelihood. But it is even more important that they prepare them for living. If we are to win the peace as well as the war, education must foster the mental attitudes necessary to the maintenance of wholesome, human and international relations. It must qualify the citizens of democracy in every way to contribute personally to making the world a better place to live in.

I am certain that Middlebury College, enriched by a century and a half of broad service and experience, will continue to be in the vanguard of those institutions which are dedicated to the spirit of faith, freedom and enlightenment. May Middlebury College continue to grow and prosper and serve.

FRANK J. LAUSCHE,
Governor of Ohio

★ ★ ★

It is a genuine pleasure for me to take this means of extending heartiest congratulations and sincere good wishes to Middlebury College on the occasion of its Sesquicentennial celebration.

The long and distinguished record of Middlebury College is a bright milestone in the history of American education. In behalf of the many Oklahomans, who have shared in the sound academic and spiritual training of your institution, I wish you many more years of success.

ROY J. TURNER,
Governor of Oklahoma

★ ★ ★

I have learned that Middlebury College is celebrating its 150th anniversary this year and I join with Middlebury alumni in this state in extending congratulations to you and the College on this observance of your sesquicentennial.

It has been interesting to note the steady progress that has been made by the College through the long years of its history and to know the place it holds in the educational system of our country. Its influence will continue not only on its campus but in the lives of its graduates.

Best wishes to Middlebury in the years to come and felicitations on the 150th anniversary.

Douglas McKay,
Governor of Oregon

★ ★ ★

It is an honor and a pleasure to send the greetings of the Commonwealth of Pennsylvania to you, and to the faculty, students and alumni of Middlebury College as your famous institution of learning celebrates its sesquicentennial anniversary.

One and a half centuries of unbroken achievement in imparting academic, physical, social and spiritual training to rising generations is an honorable record of accomplishment of which you and your associates may be proud. The ideals of democracy and self-reliance, which your college instilled in keeping with the philosophies of its founders, have done much to develop the American way of life, for the history of Middlebury closely parallels the development and growth of Vermont from wilderness to modern State and spans almost the entire lifetime of our nation.

The citizens of Pennsylvania include many distinguished alumni of Middlebury College, and I add my personal good wishes to those of the Commonwealth in expressing the hope that through many more generations your college may continue to achieve in the fine tradition and with the high ideals which have characterized the first 150 years of its history.

James H. Duff,
Governor of Pennsylvania

★ ★ ★

I desire to offer my sincere congratulations to you and Middlebury College upon your Sesquicentennial Celebration.

Middlebury has a long and distinguished history and I am confident that she will serve the generations in the future as faithfully as she has the generations in the past.

With kindest regards and best wishes,

J. Strom Thurmond,
Governor of South Carolina

★ ★ ★

It is indeed a real pleasure to extend hearty congratulations to you, the faculty, students and alumnus upon the sesquicentennial celebration of the founding of Middlebury College.

Through the years, Middlebury College has faithfully continued the guiding philosophy of its founders, imparting to its students a sound, well-balanced education, developing in them a sturdy individualism of spirit as well as fitting them for the task of discharging their obligations to their fellowmen. The future of this nation is dependent upon the spirit with which the young men and women now in our schools and colleges accept those responsibilities.

Our basic pattern of progress is developed through our educational program. If we were to remove our colleges and universities from the program of living in this free democracy, we would soon find a regression in industry, business, culture, and the learned professions. This nation has recognized the importance of higher education through the establishment of hundreds of small colleges and universities in every section of the country to serve the educational needs of the thousands of boys and girls of college age who have learned the respect the part a college education plays in the American scheme of life.

It is my sincere hope that Middlebury College will continue to progress in the years ahead, maintaining its high educational standards and producing well equipped young men and women capable of assuming their responsibilities as citizens and future leaders in their communities.

With best wishes for a most pleasant and successful occasion, I am

George T. Mickelson,
Governor of South Dakota

★ ★ ★

Let me congratulate you at this time when your great institution reaches its 150th anniversary.

The graduates from Tennessee are proud of their great cultural advantages which they derived from their association with the college. They are devoted to its great traditions and share with you the pride of magnificent achievement through this century and a half.

So, as Governor of my State, I felicitate you and the wonderful work you are doing and wish for many more years of progressive instruction to rising generations.

Gordon Browning,
Governor of Tennessee

★ ★ ★

Texas joins the rest of the United States in extending to Middlebury College heartiest congratulations on its 150th anniversary celebration.

In our state are numerous alumni of Middlebury who, by their good works, are continually increasing the prestige of your fine institution.

Both personally and officially I congratulate you and Middlebury College on this significant occasion.

Allan Shivers,
Governor of Texas

★ ★ ★

I have been advised that Middlebury College is celebrating its 150th anniversary this year. Please accept my heartiest congratulations on this occasion. I sincerely hope that your institution will continue to flourish for centuries to come, and will continue to provide outstanding educational opportunities to the youth of this nation.

Here in Utah, the State University is completing the celebration of its 100th anniversary. We, therefore, are somewhat aware of the significance of such an occasion as you are now celebrating. If your program is as successful as the one conducted here, I am certain the students, faculty, and alumni of Middlebury College will remember this event in the generations to come.

The United States has now reached one of the most critical cross roads in its history. The work of our educational institutions will do much to chart our future course. Middlebury College has achieved nationwide distinction for its contribution to education. Everyone, I am sure, will join with me in wishing your institution continued success.

J. Bracken Lee,
Governor of Utah

It is indeed a privilege for me to extend greetings, officially in behalf of the people of Vermont, and personally as well, to Middlebury College on this sesqui-centennial occasion.

The fame of "Old Middlebury" is far-flung. Rich in traditions, distinguished in scholastic achievements and standing, Middlebury has maintained an enviable position among institutions of higher learning for a century and a half. This, surely, is an honorable record of service in the noble field of education conspicuous among our collegiate institutions. You may be assured that all Vermonters share your profound pride as you reach your one hundred and fiftieth anniversary.

I am moved upon this occasion to express a word of respect to the memory of my good friend and benefactor, the late John E. Weeks who was one of your distinguished trustees. Of humble origin, and lacking the educational advantages afforded many of his associates, Governor Weeks attained eminence in public life solely by his inherent qualities of industry, integrity and character. His devotion to the interests and welfare of Middlebury College was one of the most worthy of his many public services and good works.

Again, and as one of his successors as Governor, I am pleased to offer heartiest congratulations to Middlebury for the marked successes of the past and best wishes for even greater achievement in the years ahead.

HAROLD J. ARTHUR,
Governor of Vermont

★ ★ ★

On behalf of the Virgin Islands please allow me to join in extending sincere congratulations to Middlebury College on the occasion of its Sesquicentennial which will be celebrated on November 1, 1950.

The founders of this College must have planned wisely and well in order to lay down an educational foundation which has not only survived during the years, but has grown and flourished.

In extending our sincere greetings I also hope that Middlebury College will continue to strive to impart to its students an enduring zest for intellectual tasks and a firm desire to be intelligent and earnest in the evaluation of themselves, other people and of philosophies of life.

MORRIS F. DE CASTRO,
Governor of the Virgin Islands

★ ★ ★

I wish to take this means of expressing my congratulations and best wishes to Middlebury College on the occasion of its 150th anniversary.

Since 1800 Middlebury College has endeavored to provide a sound and well-rounded education, and I know its alumni, scattered throughout the United States, have made valuable contributions to the life of America. A well informed people is one of the greatest bulwarks of our American democracy, and those institutions which have assisted in the perpetuation of the basic tenets of individual freedom and liberty merit the thanks of every citizen of America.

JOHN S. BATTLE,
Governor of Virginia

★ ★ ★

My sincere congratulations to the faculty, student body and alumni of Middlebury College on the 150th anniversary of your distinguished institution.

As history is measured, a century and a half is not a long span of time. But when one considers that our nation itself was founded only one hundred and seventy-four years ago, that many of the states of the Union are much less than a century old, then the record of Middlebury College takes an impressive significance.

Throughout all the years since its founding, your institution has been outstanding not only academically but for the emphasis placed upon spiritual and moral values. May its record of achievement and service continue to grow in the years that lie ahead.

ARTHUR B. LANGLIE,
Governor of Washington

★ ★ ★

I proffer congratulations to you and your associates on the occasion of the sesquicentennial celebration of the founding of Middlebury College.

The best wish that I can voice is that, for you and the splendid institution which you so ably direct, many and more lustrous years of opportunity are yet ahead. The one and one-half centuries of distinguished service rendered by Middlebury College cannot but be an inspiration, as well as a happy omen, for the future of this school.

It is stimulating to contemplate an institution which, linked by history and rich tradition with the earliest and most glorious years of our Nation, continues to serve so well the stern necessities of our own generation.

With best wishes for your continued success, and with kindest regards, I am

OKEY L. PATTESON,
Governor of West Virginia

★ ★ ★

It has come to my attention that Middlebury College this year is celebrating its 150th anniversary and that a Sesquicentennial Celebration will be held at the college on September 29–30.

Because of the remarkable record of your fine institution, and inasmuch as many Wisconsin residents are alumni of Middlebury College, I want to take this opportunity on behalf of all the citizens of Wisconsin to extend my congratulations and good wishes to the students and faculty and the alumni of Middlebury College on this significant occasion in your history.

OSCAR RENNEBOHM,
Governor of Wisconsin

★ ★ ★

I have read your beautiful monograph, and wish to congratulate you upon this beautiful book of pictures of and about the college.

Middlebury has always been a leading institution for college education. I wish you continued success and service, and may Middlebury serve as well in the next 150 years, as she has in the past.

DR. A. G. CRANE,
Governor of Wyoming

It gives me great pleasure to send through you a word of congratulation to Middlebury College on its 150th anniversary.

Vermonters are proud of this college. They are proud of its equipment, proud of its standing in the academic world, proud of the boys and girls who constitute its student body.

The independent college has an increasingly important part to play in the higher education of America. Middlebury is playing that part well. It has, for instance, built up a reputation as a language school second to none. Its summer schools in languages and literature have a nationwide reputation. The strength of its four-year course has grown with the years and makes the school outstanding among the colleges of the nation.

Congratulations to directors, faculty, students, alumni and your good self.

RALPH E. FLANDERS,
United States Senate,
Washington, D. C.

★ ★ ★

It is well known to what vast extent the American institutions for higher education are contributing to international peaceful relations and mutual understanding, the importance of which is especially stressed by the actual world crisis.

Therefore, it gives me great pleasure to express my cordial congratulation in behalf of Austria on the occasion of the 150th Anniversary of the Middlebury College, one of the most outstanding in this country. May I add the hope that your distinguished College will continue its great achievements of the past fifteen decades in the time to come.

DR. L. KLEINWAECHTER,
Minister of Austria

★ ★ ★

The anniversary celebration of the founding of Middlebury College in the State of Vermont bears witness to the enduring faith of the American people in the spiritual values which have guided their destiny.

1800 1950

150th Anniversary MIDDLEBURY COLLEGE

AMERICAN COLLEGE SERIES:
AMERICAN COMMEMORATIVE SOCIETY

This medallion is intended as a collector's piece.
Limited supply.
High Standard of Medallic Craftsmanship

For further information write to Charles F. Smith, American Commemorative Society, Box 15, West Roxbury, Massachusetts.

In the preservation of freedom and advancement of democracy, nowhere have the ideals of the Declaration of Independence and the Principles of the Constitution better enhanced than in the seats of learning which have contributed so much to the greatness of this nation. Established at a time when the Green Mountain Commonwealth had hardly joined the Thirteen States, Middlebury College has a place of its own in the vanguard of the institutions that have expanded in the field of higher education and scientific research.

An ancient country that has brought many gifts to the treasure house of mankind, Belgium joins today in honoring the torch that was lit one hundred and fifty years ago and prays that it will continue to lead many generations in their march forward.

With high regards, I remain,

BARON SILVERCRUYS,
Ambassade De Belgique,
Washington, D. C.

★ ★ ★

I was interested to learn that, in September, Middlebury College will be celebrating the 150th anniversary of its founding, and I am pleased to send greetings and congratulations on this notable and historic occasion.

In these troublesome times, it is gratifying to know that large numbers of young people are enjoying the kind of advanced training which will help to prepare them to take their places as responsible citizens in their communities.

I have heard high praise of the Language Schools conducted by Middlebury College during the summer months, and as a French speaking Canadian, I have especial pleasure in commending the splendid work the College has been doing to diffuse the wider understanding which is so often an important by-product of the serious study of more than one language.

I should like to extend to all those of the Middlebury College community my best wishes for a successful and memorable Sesquicentennial Celebration and for the continued success of the work of their College.

LOUIS S. ST. LAURENT,
Prime Minister of Canada

★ ★ ★

It is gratifying to turn from daily tasks, which in these days carry so heavy a burden and such slight encouragement, and to extend most cordial greetings to Middlebury College on the completion of 150 years of distinguished work of enlightment.

The aim of Middlebury education, to contribute to the student's understanding of the world in which he lives, with its different peoples, cultures, problems, and aspirations, serves the hope of man to eliminate the ever existing barriers to his fuller spiritual and material development. It is too much yet to look forward to the fulfillment of the eternal dream of universal peace and brotherhood, but surely it lies somewhere at the end of the road of intellectual growth along which your worthy institution seeks to lead its youth.

Please accept my warmest congratulations on the occasion of the celebration of the sesquicentennial of the founding of

Middlebury College, and best wishes for continued success and achievement.

Felix Nieto del Rio,
The Ambassador of Chile

★ ★ ★

On the occasion of the one-hundred twenty-ninth anniversary of the Independence of Costa Rica, I am pleased to greet you of Middlebury College who will celebrate this month a century and a half of devotion to the cause of culture and freedom.

Situated as you are in the State of Vermont you of Middlebury College have contributed much to the development of the traditional spirit of self-reliance and social individualism that characterizes the men and women of New England. I tender to you, to the Board of Trustees, to the Faculty and to the student body of Middlebury my sincere congratulations and my warm wishes that the next century and a half will be even more successful.

Mario Echandi,
Ambassador of Costa Rica

★ ★ ★

It has interested me to study, recently, a booklet, describing Middlebury College, and to learn about its 150th anniversary which soon will be celebrated.

Seats of learning are destined to play an important role in the future as they have done in the past, not only in national affairs but also in international ones.

I am convinced Middlebury College will always want to play its part in our efforts to build a better world.

I am happy to be among those who are congratulating you on the occasion of the 150th anniversary of your college.

Henrik de Kauffmann,
Royal Danish Embassy

★ ★ ★

As a representative of Egypt I wish to send you on the occasion of your 150th anniversary my personal greetings and the most sincere congratulations of my country.

We in Egypt who believe in tradition and the continuity of institutions as proof of their value can only think with admiration and respect of your 150-year-old institution as one that must amply proven its worth to its community and country. I think that education is the most important work in any nation, large or small, and that educators are the most noble and self-denying of citizens.

I regret that I will not be able to come in person to join in celebrating the anniversary with you. But I assure you that my spirit will be with your Sesquicentennial Celebration as much as it was with our own Alazhar University of Cairo when it celebrated its 1000 birthday recently. I sincerely hope Middlebury College will live to do the same, furthering the cause of world peace and the fraternity of mankind.

Kamil Abdul Rahim,
Ambassador of Egypt

★ ★ ★

The Ministry of Education of Finland sends to Middlebury College at its 150th Anniversary the warmest congratulations and the best wishes for the future of its important work in the service to youth.

Lennart Heljas,
Minister of Education of Finland

★ ★ ★

Many are those who as teachers or students at Middlebury College will pay their tribute to the cultural action of your Institute during its 150 years of existence in the United States.

For my part, I beg to stress the magnificent work of Middlebury College in teaching languages, more specifically, in the teaching of French. In a field so important for a better understanding between people, Middlebury College plays an outstanding part. It trains men of international culture, able to develop, at the University or in the Army, in trade or industry, the natural relations which must link our countries which express in two different languages the same conviction, the same ideal.

Henri Bonnet,
French Ambassador

★ ★ ★

The celebration next September of the Sesquicentennial Anniversary of the foundation of Middlebury College is an event on which I wish, along with so many others, to congratulate you heartily.

It is not accidental that the Greek civilization, which has for thousands of years guided mankind in its noble efforts for advancement, has lain so much emphasis on education. It is only enlightened men and women who can conceive fully the dignity of man and the nobility of the principles of democracy, and who can work effectively for their country and people. We have noticed in past history that whenever learning has been lagging

News Letter *is Honored*

The News Letter emerged from this year's annual competition among the nation's alumni publications with two awards for excellence in presentation of undergraduate life and visual appearance.

For judging the representative categories of alumni journalism—visual appearance, faculty news, alumni features, special articles, and undergraduate life—alumni publications are classified according to circulation. Among those publications competing in the finals with the News Letter for honors in the 4000 to 7000 circulation division were magazines published for the alumni of University of Oregon, Simmons College, Oklahoma A & M College, Emory University, Colorado College, Mount Holyoke, Case Institute of Technology, DePauw University and Hamilton College.

Each year a committee of experts selected by the American Alumni Council make awards for excellency to a certain selected group of alumni magazines.

The September issue of the News Letter was not entered in the competition.

or has been perverted, mankind has suffered deeply. In her age-long, momentous history, Greece has doggedly clung to her initial belief in education. I unreservedly feel that the vitality and spirit of the Greek people, which today, as of old, has permitted them to defend effectively their political independence and territorial integrity, is solely due to that urge for education.

Gradually developing from a modest start to its current important stature, Middlebury College has made it possible for one of the finest group of graduates to join the ranks of leaders of this nation. I believe this is worthy of high praise and I wish to convey to you sincere wishes in the name of the Greek people for an ever-increasing contribution in the field of learning of this country.

ATHANASE G. POLITIS,
Ambassador of Greece

★ ★ ★

I was very happy to receive information relating to the 150th Anniversary of the Middlebury College. The brochure that you have put out on the occasion of the celebration reveals the excellent work that your Institution has been doing in the last century and a half, and I wish to send you our congratulations on behalf of Indian educational institutions, on the admirable work that your institution was carried on for the service of the youth.

VIJAYA LAKSHMI PANDIT,
Ambassador for India

★ ★ ★

As consul of Ireland in New England, I am privileged to send cordial greetings and congratulations on the occasion of the Sesquicentennial Celebration of Middlebury College.

Your college is rightly proud of a long-established tradition of service to youth. In these times when every country in the free world is striving hard to preserve those civilizing ideals and traditions from which it has derived strength throughout the centuries, the work of an educational institution like your college is of the highest importance.

Long may Middlebury College flourish in its dedicated work of educating youth, moulding character and making citizens of whom your nation can be proud!

JOSEPH F. SHIELDS,
Consul of Ireland

★ ★ ★

I wish to join the many friends who are expressing congratulations on the 150th anniversary of Middlebury College, dedicated to the education and training of youth.

I am well aware of the splendid work your College has been carrying on in the field of education and it is therefore a pleasure for me to send you every good wish for the successful continuation of the deserving work.

Believe me, with kindest regards,

ALBERTO TARCHIANI,
Ambassador of Italy

★ ★ ★

In behalf of my Government and of the Mexican people I am sending you my sincere congratulations and best wishes on the occasion of the Sesquicentennial Celebration of Middlebury College.

I am acquainted with the outstanding achievements of Middlebury and with the emphasis it places on a well-balanced program of education designed to foster the student's integrated and harmonious development.

I trust that the College may continue to serve the cause of freedom and democracy with as great success in the next 150 years as it has had during its first glorious span.

RAFAEL DE LA COLINA,
Ambassador of Mexico

★ ★ ★

I take pleasure in sending you, on behalf of the Netherlands Government, most cordial congratulations on the occasion of the 150th Anniversary of Middlebury College.

May your institution continue to be of great educational value, in the first place to American students but also to those foreign students who have the privilege of spending there one or more years.

In particular I would like to express my feelings of appreciation for the fact that a young Dutch student will be one of them this coming year, thanks to a scholarship offered by the College and its students.

J. HANS ROYEN,
Netherlands Ambassador

★ ★ ★

In the absence of the Ambassador of Norway to the United States I have the honor and pleasure to extend to you the Ambassador's greetings and congratulations on the occasion of the 150th Anniversary of Middlebury College. The contribution of your College to the growth of American culture is a record that you can be truly proud of.

In these critical times, when the culture of all countries is at stake, the work for closer understanding between the peoples of the freedom-loving countries is of primary importance. In this work the colleges and universities carry heavy responsibility, and it is gratifying to know that your College has taken up the challenge and playing an important part. According to the latest figures available your College has more foreign students on the campus than any of the other institutions of higher learning in your state. The exchange of students between different countries is one of the most effective means of furthering international understanding. Without more and better understanding between peoples we can have no lasting peace.

It is particularly gratifying to know that Norwegian students are studying at your College, and that American students from your College have been studying in Norway.

EIGIL NYGAARD,
Ambassador of Norway

★ ★ ★

It gives me great pleasure to extend to you my heartiest congratulations and good wishes on this important occasion, the 150th anniversary of Middlebury College, in the name of the people of Peru.

GERMAN ARAMBURU,
Peruvian Embassy

★ ★ ★

On the occasion of the 150th anniversary of Middlebury College, I take great pleasure in conveying to your College, on behalf of the Republic of the Philippines, its sincerest felicitations

and in expressing our wish for its continued progress. The principles of individual freedom, human dignity and equal opportunity which form the basis of the American way of life have received rich nourishment in the college campuses of New England. Undoubtedly, during the 150 years of its existence, Middlebury contributed in no small measure towards the development of these concepts, which we have inherited from you as a result of American-Philippine collaboration for the last fifty years, and which are now as deeply rooted in our country as they are in yours.

J. M. Elizalde, *Ambassador of the Philippines*

★ ★ ★

The history of Middlebury College since the times of President Atwater to your own has been a fine example of a small institution firmly devoted to the most exacting academic standards and to the serving of the democratic ideals of life that are so characteristic of the State of Vermont and the Union to which it belongs. I feel certain that Middlebury College will ever live up to these traditions.

In expressing to you my heartfelt congratulations on the 150th anniversary of your college, I know to be voicing the sentiments of the many Puerto Ricans who have attended summer school at Middlebury, and particularly of those who have had the privilege of teaching there, among which is one of my assistants.

Luis Munoz Marin, *Governor of Puerto Rico*

★ ★ ★

It has recently been brought to my attention that Middlebury College is this month celebrating its 150th Anniversary.

I am therefore most pleased to convey to you my congratulations, and those of my colleagues in the Turkish Ministry of National Education, on this significant occasion. The importance of tradition and continuity in the educational process cannot, I think, be underestimated, and certainly, Middlebury's record of educational service over 15 decades is one of which you can be justly proud.

Please accept our best wishes and hopes for continued success.

H. Akverdi, *For Minister of National Education, Ankara, Turkey*

★ ★ ★

Having been advised by our Ambassador in the United States of America of the sesquicentennial celebration of your College, it affords me much pleasure in offering you the heartiest congratulations of the Government of the Union of South Africa, of my own Department of Education and of myself, on this auspicious occasion.

All honor is due to your great record of 150 years of service to the youth of your Nation, of spreading knowledge and learning and of building up characters and ideals.

May strength, beauty, lofty ideals and spiritual values always inspire and be reflected in the characters and outlook of the students who are fortunate enough to pass through the halls of Middlebury College.

C. R. Swart, *Minister of Education, Union of South Africa*

★ ★ ★

Within a very few weeks Middlebury College will celebrate its 150th anniversary.

In a changing world the high standards maintained by your College over such a long period, constitute a proud achievement indeed.

May I take this opportunity to convey to you my most sincere congratulations on the occasion of your sesquicentennial celebration and to wish Middlebury College all the success it deserves in the years to come.

Alberto Dominquez-Campora, *Ambassador of Uruguay*

A Prayer

FOR THE COLLEGE'S SESQUICENTENNIAL

By the Reverend John M. Thomas, '90, D.D.

Almighty God, whom our fathers revered, and whose Commandments they kept in loyal obedience:

Accept our praise and deep gratitude for our College, founded by men of sincere Christian faith, with purpose to do Thee honor, and to rear up youth who believe the Christian gospel and live faithfully by its precepts.

We pray Thee to keep in remembrance the prayers offered aforetime in this place, which the founders of our College made stately and beautiful for Thy holy worship. Here they prayed, not for great endowments, nor for fame and honor in the sight of the learned and the great, but for the power and the grace to make Thy holy gospel beautiful and commanding in the eyes of youth.

Keep our College forever true to this great and noble mission. May the advancement of knowledge and the development of character, the sacred words on our symbol, be the earnest purpose of those who govern, and of all who teach here, to the end of time. And may our anniversary recollections of the plain men of this country-side whose minds first conceived a college in this fair valley, and whose sacrifices raised its first walls in dignity and grace, consecrate and devote us, and pledge all who come after us, to the high calling ordained of God for this institution whose noble history we now commemorate.

Once more, O God, we pray Thee to watch over our College, to protect her from all danger, and to keep her true to the mission shaped for her in the prayers of those who have gone before. Through Jesus our Lord, Amen.

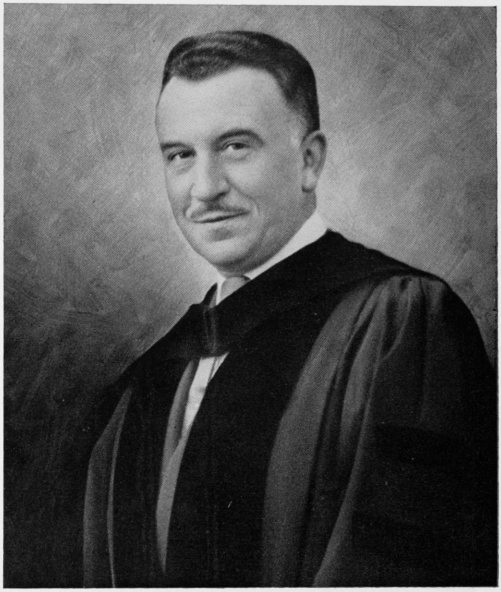
The Anniversary Service

Dr. Samuel S. Stratton, the eleventh President of Middlebury College, opened the two-day Sesquicentennial Program of the College on September 29, 1950 with the following address given at the Congregational Church in Middlebury where Commencement exercises were held for more than a century prior to the erection of Mead Memorial Chapel.

WE MEET THIS MORNING in this historic church to commemorate an anniversary deeply significant to this town and to our college—and with humility we add—to the courageous beginnings of higher education in our United States of America. In 1800, the year of our founding, there was no college or university offering education beyond the seminary level in this state; of the other New England states there were such colleges in New Hampshire, Massachusetts, Connecticut, and Rhode Island. The colleges which preceded us in New England were Harvard, Yale, Dartmouth, Brown, and Williams. They gave our forefathers, I believe, the inspiration to found in Addison County a college of like standing.

In any event, it is a matter of record that, and I quote: "Before the establishment of Middlebury College great inconvenience was suffered from being obliged to send young men out of the state to obtain an education. A petition . . . for a college, presented to the legislature in 1800 . . . dwells on this fact in the following language: 'Regretting the want of any literary institution in our vicinity, now in actual and sufficient operation; viewing the great distance between us and Williams and Dartmouth, or any other university; considering that there are numerous young gentlemen in the vicinity, anxious and able to procure a public education, and that numbers must immediately be compelled to go to older states for this purpose,' the petitioners urged the establishment of a college." What made some of the inhabitants of Middlebury more anxious to supply it was the following circumstance—the father of Jeremiah Evarts, when on his way to New Haven to place his son in Yale, visited some of his friends in Middlebury. He mentioned to them his regret, that he was forced to send his son to such a distance because there was no college in Vermont. "This instance occurring before their eyes and supposed to be one of many, had its influence upon some who were afterwards instrumental in promoting the establishment of our college."

It is quite understandable that each of us gathered together here today should think that Middlebury



DR. STRATTON

College began its important development within our own memories, yet if we know the story of the first fifty years of our college we realize that it was the determination, the sacrifices, the will of the citizens of Middlebury, the faculty, the trustees, and the early graduates that made it possible for us to celebrate today the 150th anniversary of the founding of Middlebury College.

Middlebury, perhaps even more than other colleges in the land and founded prior to 1800, owes its origins to the farmers, the merchants, and the citizens of all walks of life of this village. Certainly Harvard, Yale, Dartmouth, Brown and Williams were named for individuals, whereas Middlebury College, now known from coast to coast and in many foreign lands, derived its name from the village whose citizens instigated its origin and with funds and moral support, insured its survival. Painter, Miller, Storrs, Chipman, —the first trustees and founders of Middlebury Col-

A large crowd attended the Anniversary Service (center) in the Congregational Church. President Stratton gave the address (top), and Dr. John M. Thomas, '90, former Middlebury president delivered the Invocation. Dr. Thomas (with cane) is shown leaving the church (bottom) at the close of the services.

lege—were the leading citizens of the town. The College owes its origin and survival during at least its first fifty years to the benefactions and sacrifices of the citizens of Middlebury. If we look to the later years it is equally true that our buildings and endowment have come largely from men and from women with roots in Addison County. If today we take satisfaction in the fact that our students, exclusive of our summer schools, come from 35 states and several foreign countries, we still remain truly proud of our Vermont and Addison County and Middlebury heritage. Middlebury, the college; Middlebury, the town; for 150 years these corporations have lived side by side. But more significantly, by mutual respect and by recognition of common interests they have become so merged that the name 'Middlebury' stands today for a town or for a college.

Buildings and a faculty may make a college but it is the Otter Creek, the Main street with its historic churches and friendly merchants, the sunsets on the Adirondacks, the first glimpse of snow on the Green Mountains, it is this and more that gives us the Middlebury College of 1950. And so for the town, it is the sound of the chapel bells, the returning alumni at Commencement, the football crowds on an October afternoon, the cantankerous faculty member at a Town meeting, the hundreds of students, friendly, if at sometimes obstreperous. It is this and more which makes Middlebury not just another New England town.

It is fitting that today the Middlebury family should meet here in the Congregational church for the initial observance of the 150th anniversary of the founding of the college. Although Middlebury was not founded as a church college and has no official affiliation with any denomination, the relationship between the college and this church has ever been close. For many generations Commencements were held in this historic edifice and significant for us today is the fact that on the twenty-second day of August 1850, the 50th anniversary of the college was celebrated here in this Congregational church. Fortunately, the record of that occasion has been preserved in our archives and I shall quote from the record:

"At nine o'clock A.M. the procession formed on the college grounds and moved to the church. The sun shone brightly through the day and the air was rendered cool and pleasant by the breeze. The streets were filled with the people of the surrounding country, and the several trains of cars, arriving through the day, contributed materially to swell the assemblage. On arriving at the church the house was densely crowded with citizens and strangers,—the center of the house, a portion of the galleries having alone been reserved for the procession. Upon the platform at the right of the pulpit were noticed the venerable Dr. Bates and Dr. Hough, and upon the left were observed the surviving pioneers of education who had done so much for the interests of the college, the Rev. Dr. Merrill, Hon. Mr. Starr, Hon. Mr. Seymour, Hon. Mr. Stewart, Hon. Judge Swift, Rev. Dr. Beman, and others. The galleries were thronged with a bright array of ladies from our own and from nearly every state in the Union,—the wives and daughters who had come up with their fathers and husbands to participate in the festivities of the occasion."

At the end of the services we are informed the procession again formed and marched to the dinner pavilion on the college grounds. The dinner apparently was attended with music and the appropriate enlivenments of speech and toasts and song. Let me give you one of those toasts: It was to the early settlers of Vermont—

"Encompassed by enemies, they were never conquered; beset by evils they were always undaunted; forsaken by friends, they forsook not themselves; the State whose independence they secured, is the monument of their labors and the children to whom they left it, rise up and call them blessed."

To this noble toast the Hon. William Slade of Middlebury responded with such noble sentiments as follows:

"It is a source of just and honest pride in the friends and patrons of Middlebury College that her sons have with so few exceptions carried into practical life the vigorous, energetic, courageous, persevering spirit which characterized the early settlers of this state. Our mother may well be proud of her children and the state of that mother. Almost every quarter of the globe has felt their influence, the influence of sound, practical, energetic working men. And why this result? Middlebury College is a legitimate child of the Green Mountain state. Its legislature gave her existence and its best blood flows in her veins. Her early patrons, benefactors—the men who gathered around and sustained her in her infancy—giving direction to her early government and shaping her subsequent destiny—such men as Painter and Chipman, Miller and Storrs, and Matthews were noble

specimens of the energy, sagacity, common sense, sound, practical wisdom and high-toned moral principle of the men of the Green Mountain state as amidst storm and tempest, trial and conflict she struggled into being.

"Such is the source to which Middlebury College owes her origin and from which she has drawn the elements of her life. And her sons have felt the invigorating influence of such a transmitted life, none can doubt who will follow them to India, Africa, to the islands of the ocean, and to the various stations of responsibility and influence which they have occupied and are occupying in our own country. . .

"This college must be a Vermont college. It must bear the image and superscription of the Green Mountain state. It must be true to its origin. The blood of the early settlers must course through its veins. Their simplicity and directness of purpose, their liberal spirit, their common sense, their contempt of the glitter of wealth, their ready patronage of honest, unpretending merit, and their devotion to the true, the just, and the right, must be elements in its general administration, its immediate government and its course of instruction, so marked, so prominent as to impress themselves strongly upon the mental and the moral character of the young men who shall continue to go forth from these halls. The world has felt the influence of Vermont through Middlebury College. That influence ought to be yet more widely felt. It can be. It must be. It will be. Middlebury College, I repeat it, must live and will live. It has done too much good to be forgotten. Above all, will it, we trust, live in the continued favor of Him who hears prayer—who can give wisdom to its counsels, energy to its efforts, friends to its necessities, and the triumph of a still more exalted name—a wider and yet more beneficent influence to this college, this child of the Green Mountains."

The Symposium

The Liberal Arts College — Its Heritage and Prospects

Friday evening, September 29, 1950

REMARKS OF THE PRESIDING OFFICER*

Dr. Samuel S. Stratton
President, Middlebury College

Ladies and gentlemen: One hundred years ago, in this Vermont village, the alumni of Middlebury College gathered with their families, friends, and distinguished guests to observe a Birthday—the 50th Birthday of Middlebury College. Fortunately, a full record of that event is in our archives. I wish I could communicate to you the enthusiasm, the joy, the friendliness, the loyalties, the wisdom, the wit, and most importantly the high hopes and devout resolution of the men who participated in that historic occasion. Never again in the history of Middlebury will there be a celebration to equal it. This, I think, is true, because present in that year of our Lord 1850, were men who knew intimately the founding fathers, who participated themselves in the vicissitudes and the triumphs of those first five decades of our history. From their own memories they could recall the personalities of the first professors and tutors and presidents and trustees; they knew from experience the early crises which, had they fallen upon weaker men, could have terminated in infancy the struggle to establish a college in the wilderness.

Again in the year 1900 Middlebury men and women, friends, and distinguished guests assembled in the village to celebrate a Birthday—the 100th anniversary of the founding of the College. In the half century between these birthdays, a civil war, a westward emigration, severe economic crises, and religious controversies had at times strained almost to the breaking point the will for survival. Note I said *almost* for by the dawn of the 20th century, the centennial orators could review with pride a sweep of one hundred years of history; they could dedicate a beautiful new building—Starr Library and—what we could not do today, alas, they could witness a Roman Drama, a three-hour performance, presented in *Latin* by sixty-five student actors gowned in the togas and tunicas of classical times.

And so this evening we gather again, 150 years after the matriculation of the first class of 7 men; 50

*Please note the individual introduction of each speaker by Dr. Stratton.

The Symposium opened at 8:30 p.m., September 29, 1950 with an address by Dr. Seymour of Yale.

years after that fair evening when, we are told, a continuous line of carriages crowded the roadway to the temporary Centennial Building where the largest audience ever gathered in Middlebury, assembled to listen to the oratory of a student Cicero and student Roman Senators.

Tonight we have taken for our theme "The Liberal Arts College—Its Heritage and Prospects"—perhaps we should have amended the title to read "The Independent Liberal Arts College" for certainly today that adjective has a significance undreamed of in the 19th century.

THE TRADITION OF THE LIBERAL ARTS COLLEGE

Dr. Charles Seymour
President Emeritus, Yale University

Our first speaker in this Symposium honors us on two counts: first, it is an honor to us to have present on this occasion a distinguished historian, scholar, and gentleman; and, secondly, we are honored to have with us the very recent President Emeritus of the University to which we owe so much. It was when Timothy Dwight was president of Yale that he journeyed to Middlebury and inspired the leading citizens of this village to apply to the legislature for a charter to found a college. It was Jeremiah Atwater, a young Yale graduate, who became the first president of Middlebury and when he left and became president of Dickinson College, another Yale graduate, Rev. Henry Davis, became our second president.

It is a deep privilege for me to introduce to you Dr. Charles Seymour, President-Emeritus of Yale University.

It is a great privilege to participate in this celebration and I am happy to bring the warm greetings of Yale to Middlebury on her One Hundred and Fiftieth Birthday. In New Haven we look back with deep pride to the share of Connecticut folk in the settlement of Vermont and in that taken by Yale graduates in the founding of this college and in its later administration. We are grateful for the close personal relationship that has existed between the two institutions. We pay our tribute always to the educational service of Middlebury which has touched all parts of the nation and of the world, undeviating from its spiritual ideal, courageous and distinctive in its cultivation of the minds and the aspirations of youth,—an eminent example of the values of the independent liberal college.

To attempt a definition of those values is of course an invitation to controversy, but to deny their existence is to flout obvious historical fact. The clearest proof of the value lies in the continued strength of this essentially American institution controlled neither by Church nor State, finding its educational authority in the support of its own clientele. The reproductive quality, the capacity for survival of the independent college, is an arresting phenomenon of our history. Despite high mortality among the small frontier institutions of the nineteenth century, no less than 161 independent colleges founded before the Civil War

were still in active life in 1928. They have survived in spite of a dire poverty that compelled a fortunate simplicity. They have successfully endured for a period of sixty years the taunts of an educational philosophy which has not been able to find a substitute for them. People still want to send their sons and daughters to a small independent college. What is the quality or qualities that have called forth such enduring devotion?

Whitehead has observed that a great college should set before its students a "vision of greatness." It is typical of our colleges I think that they have kept such a vision not merely before their students, but before themselves as institutions. They have derived inestimable strength from a sense of mission. The founding fathers set forth their purpose in definite terms of training students for important and selfless service. This missionary spirit has waxed and waned but it has never died.

Your college faculties of the past, as of today, wrangle over the phrasing or even the nature of objectives, but they have retained a flaming faith in the mission of the college as each understands it. I remember a colleague, distinguished scholar and teacher in the field of modern English literature, who when invited by a philosophically-minded member of the University Corporation to define liberal education, replied: "The study of the Greek classics and the fostering of the Christian religion." It is simple faith such as this which in an age of complexities and confusion has preserved invaluable aspects of our traditional education. It is a quality to the pragmatists a stumbling block and to the so-called progressives a mystery; but we must not underestimate its strength.

There is in this no implication that the objectives of the mission have not been undergoing continual change. The independent college with all the toughness of its characteristic conservatism has displayed an extraordinary adaptive capacity. It has decade by decade adjusted itself to the public temper. It has imposed, with varying degrees of success, its own conception of education upon the public; but it has not lived in the imagined ivory tower. At every stage it has been self-critical with an eye to the mission of service to the contempory world.

This capacity for adaption is obviously a factor of great strength. Without it the college would have perished like the English monasteries. It also involves the danger that in the adaptive process the college will lose its very nature. That the danger at least until recent times has been avioded and the strength maintained is due to the extraordinary freedom with which Americans have permitted the institution to develop. It has been free from the authority of either Church or State. President Clap in 1754 defined colleges as "societies of ministers for the training of persons for the work of the ministry." It was a fact that the governing body of his college was composed of Congregational ministers; but it was not controlled by the Congregational Church. In the nineteenth century the same is true in the main of the so-called denominational colleges of the West. With equal success the college met the threat of State control confronting the secularist tendencies that appeared after the French revolution with a zealous religious revival and found protection in the decision of the Dartmouth College case.

From the absence of a central unifying authority there has resulted certainly, confusion, an "educational jungle" President Wriston has called it. But there has also resulted, whether permanently or not, the opportunity for each college to foster its own ethos, to adapt itself to changing circumstances as seemed desirable or necessary so as to pursue its mission in its own way.

That mission in colonial days was primarily to provide men for the Christian ministry. The Puritans sought learning, in the words of a tract of 1643, "dreading to leave an illiterate Ministry to the Churches, when our present Ministers shall be in the dust." The colonial curriculum was essentially theological. The interests and discussions of the students, in and out of the class room were colored by doctrinal disputes. In the post revolutionary days as the older colleges caught the secularist tone of the age and the claims of Apollo began to threaten Christ, the energy of their graduates carried the religious mission out on the flood of western expansion. It was the age of denominational enthusiasm; religious leaders supported by funds from the East organized actively the spiritual conquest of the new West through the agency of school and college; and the acceptance of the principle of the separation of Church and State ushered in an era of assured religious freedom in the establishment of new institutions.

The resulting multiplication of denominational colleges is an outstanding feature of our national history. During the first thirty years of the nineteenth century

seventeen denominational colleges were established on a permanent basis as against seven semi-State institutions. During the next thirty years and with the development of the home missionary movement one hundred and thirty-three colleges were permanently established of which all but a few were associated with religious sectarian interests.

The scattering of these colleges west of the Alleghenies in order to meet the needs of widely dispersed and poor populations did not make for what today we should call "good education." Their emphasis, with some notable exceptions, was laid upon moral rather than scholarly interests. Their enthusiasm took the form of evangelical fervor rather than the pursuit of learning. Pinched for funds their faculties were inadequate and often themselves ill-educated. There was unseemliness in the quarrels between faculty and trustees and in the rivalry of competing sects. There was much wasted effort in the founding of colleges which could not survive. But taken as a whole the strength of their position in the culture of the West was as incontestible as the grandeur of their missionary effort.

The later secularization of the college both in the East and the West in response to changes in the public cultural climate should not lead us to underestimate the importance of the religious tradition. For a very long period the liberal college embodied the principle that religion is an essential aspect of education. No other institution except the church has been set up with the specific design of helping youth to lead a good life. We may have failed in the execution of the mission but the tradition is always valid.

A second aspect of the collegiate mission has been essentially social in nature, the production of leaders in civil state. It is stressed in the charters of the colonial colleges. In New England and New Jersey and during a longer period among the younger institutions of the West the religious and the social mission were to a large extent merged: public service through the gospel and public service through the law. During the course of the nineteenth century the concept was greatly broadened so as to include not merely the training of leaders for the national interest, following the example of the notable Princeton group in the Revolution, but preparing the students for the service of local communities in a variety of extra-official activities, or simply to become good citizens under a democratic form of government. During the last

Dr. Seymour

seventy-five years the principle of social service has been increasingly stressed. The obligation to meet what Hadley called the moral problems of democracy has been a favorite text for the matriculation or baccalaureate address.

As a student does not acquire religion through a course of biblical history, so he or she cannot be taught good citizenship merely by a curriculum in political science. The student must learn the qualities of good citizenship by the experience of adjustment as an individual to the claims of the social group. The liberal college campus has served as an institution of extraordinary influence in fostering a sense of responsibility to the unifying authority of the group while maintaining the basic freedom of the individual.

Such a social experience was characteristic especially of the nineteenth century college limited in size and often set in a rural community. The democratic ideals and habits of the frontier helped to inspire those of the campus. Let us admit or insist that during the course of the century both the ideals and the practice of a campus tended toward divorce from the scholastic or the intellectual. An eastern college song rehearsing the four years of campus life summarizes the experi-

ence: "And then into the world we come; we've made good friends and studied—some." At the end of the century extra-curricular interests had developed to the point where Woodrow Wilson could assert that the side-show was running away with the circus. Therein lay and lies the danger, even when the extra-curricular activity serves as it has learned to serve the religious, literary, and aesthetic development of the student.

But the spirit that engenders this sort of activity has been anything but a side-show. It is the expression of the college's interest in students as individual human beings and not merely as students. It is not to be found in the continental institutions of Europe nor in the form we know it was imported from the English universities. It is essentially American, characteristic of our adult democracy and valuable as an introduction to that democracy.

May I steal the terminology of a distinguished philosopher? In his essay *The Elements of Individualism*, Ernest Hocking has stressed two necessary factors: "the commotive function" and "the incompressible individual." "The commotive function," he writes, "is that which enables and leads a group of men to move together in the achievement of a common purpose. The state must be unified and in its public purposes individual purposes must merge. This is our first necessity. But they can so merge only when public purposes are prolongations of individual purposes and derive their life therefrom. The individual thus remains mentally prior to the state; and the principle of every future state must be this: that every man shall be a whole man. This is our second necessity. It is the principle upon which political democracy has been based . . . how can these two necessities be united?"

No one will contend that the liberal college ever solved this problem as applied to its own educational community. But it is a fact that it has never ceased to grapple with it and that the process has been an important aspect of its mission to produce leaders for society. With all its unified authority, the college has provided the free opportunity whereby in their associations of living, in activities and competitions, the young can discover themselves in relation to their fellows, can learn to adjust in all liberty their individual interests to those of the community.

The third major aspect of the mission of the college, perhaps I should say the major aspect, is the fostering of learning and of the appreciation of beauty, the pursuit of what we call the humanities, including the natural and the social sciences. This aspect of the mission goes back to the beginning of the American college. It is stressed in the charter of Harvard. It is symbolic that Yale should have been established by a gift of books from the founding ministers, and we may note particularly that the farmers of Saybrook cared so much about book learning that when the young college was moved to New Haven, they upset the ox-carts that were taking these books away.

In its devotion to the liberal arts the college has served as agent of a persistent faith characteristic of western civilization. Men have disputed whether there were seven or four or nine of the liberal arts and have quarrelled viciously over the method of their study but they have never doubted their innate value. The arts of speaking, counting, reasoning, listening, seeing, feeling, are necessary to the life of civilized man. They are prerequisite to the learning which is essential to the philosophy of the individual. As a college faculty report of 1828 put it, they form the indispensable foundation: they supply the training or *discipline* and the information or *furniture* of the mind.

The traditional college accepted this principle and dared to assume authority for the selection at any one time of the specific subjects that each student should be taught. We may not today agree with the selection but the college was at least clear in its purpose. The course of study after the Revolution was imposed with the definite design of developing varied powers-observation, memory, reasoning, imagination, persistence, all with the larger purpose of bringing forth or educating the whole man. It was simply, partly because the college was poor; chiefly because the faculty would not permit the significance of essential subjects to become blurred by what they regarded as of secondary importance.

In 1885, President Brainerd of Middlebury commented upon the growing tendency to make of a college "a place where anything and everything is taught. But this," he asserted, "in my opinion is just what a college should not aim to do. My ideal of a college is one that insists on a complete symmetrical knowledge of the fundamental laws of all nature, a comprehensive survey of the best in all literature, and a general acquaintance with the great principles that should regulate all human conduct."

But the college was not unreceptive to the ultimate substitution of new subjects for old. We remember

that in 1802 Timothy Dwight, the Pope of New England, sent his ablest classical student, Benjamin Silliman, over to London to study science in order to prepare himself for a professorship of chemistry. And the last two decades of the century witnessed a similar hospitality to the social sciences. The process was comparatively slow. First the natural then the social sciences had to fight their way. But it was not reactionary. Nor has the spirit of self-criticism ever been more lively than during the past quarter-century.

Whatever the subject matter it was expected that the teacher should not spare himself in his devotion to his class. The great tradition of good teaching became a distinctive feature of the college. Your alumni forget the courses they took but they remember the men who taught them. Henry James remarked that there are some chefs who can make sauces for fish that would allow you to swallow your grandmother with a clear conscience.

Furthermore the traditional college at its best has expected that the student would educate himself in the humanities outside of the curriculum. It has stood not always with success against that peculiar American notion according to which a person is unlettered unless he has taken a course and that once he has had the course he has "finished" the subject.

At least in the early days of their existence the programs of student fraternities were literary in nature. At mid-century students and faculty gathered on a western campus to play Beethoven and sing Handel. The first Gallery of Fine Arts in the country was established on a college campus. The faculty in the better institutions, not yet departmentalized into their special fields, and dominating the intellectual and aesthetic life of the rural community, provided perhaps the best part of their educational offering simply through the affluence of their personal learning and ideals. This sort of college represented, outside the class-room as Lucien Price puts it in his picture of Western Reserve, complete devotion to "books, music and theories."

In all these generalizations, as you have doubtless noted, I have been flagrant in my dogmatic oversimplification. I have spoken of the college as of something conforming to a standardized type and have flatly ignored the manifold differences that distinghished one college from another. Yet it is true that the essentials are the same. Nor have I been at pains to catalogue the inadequacies of the college and I have selected examples from the best of them. I am in all frankness moved to praise and not to bury the institution. We all know very well that at every stage of its development it has failed in practice to measure up to its ideal.

But it is of incontestible significance that the ideal does go on living and that the college finds strength in the effort to satisfy the craving of mankind in the western world for religion, public service, and the humanized way of life. Amid all the confusion of the present times political and educational, faith in the mission of the college persists. The vision of greatness has been kept before us.

CONTEMPORARY TENDS IN LIBERAL EDUCATION

DR. OLIVER C. CARMICHAEL, *President*
Carnegie Foundation for the Advancement of Teaching

Many men have devoted their lives to that career so rich in anxieties, pain, and frustration, but so rewarding in the deep satisfactions that come from associations and friendships from contact with the finest young men and women of the nation and from striving to provide them with a sound environment for development of the whole man—I refer to the post of College President. Few men, however, have the privilege of passing from that experience to the post of director of a great Educational Foundation where, in their daily tasks, they can truly know that it is more blessed to give than to receive.

Dr. Oliver Cromwell Carmichael, formerly Chancellor of Vanderbilt University, now President of the Carnegie Foundation for the Advancement of Teaching, is in a position to view calmly and philosophically the trends in liberal education. It is our good fortune and my privilege to now introduce to you Dr. Oliver Cromwell Carmichael.

THE ARTS COLLEGE is the heir of a long tradition. It traces its lineage back to the 12th Century, to the founding of Oxford, the oldest of Anglo-Saxon universities. It has undergone many changes in curriculum and in methods of instruction, but its central purpose has remained constant—that of conserving and enlarging our cultural heritage and of passing it on from generation to generation as a means of preparing youth for useful places in society.

The American college was established to meet the spiritual needs of the Colonists. The express purpose of the founding of Harvard, to provide future ministers of the gospel, is evidence of that fact. But the influence

of the church extended far beyond the Colonial period. Most of the 182 institutions established before the Civil War began under denominational auspices and emphasized as their chief purposes "the training of ministers and the development of Christian character through formal mental and moral discipline." This fact but reflects the dominant influence of religious interests in early American life. The 'cultural heritage' of most importance to Americans of the period was that related to the Christian religion, hence the emphasis upon it in the colleges established. The curriculum, which followed the British tradition, consisted largely of Latin, Greek, mathematics, and philosophy.

New forces appeared in the latter half of 19th Century America which had a revolutionary effect upon the arts college. The first of these was represented by the land grant college act of 1862. It introduced a new conception of higher education. Colleges of agriculture and mechanic arts, established in 26 state universities, became rivals of the arts college. Henceforth 'college' was not to be only for the well-to-do or those planning to enter the learned professions. It was to be for the industrial and agricultural classes as well. These new institutions paved the way for a host of other colleges, schools, or departments which competed for the attention of undergraduates—engineering, business administration, library service, home economics, etc.

This new movement towards vocational or utilitarian subjects in higher education might still have left the arts college unaffected except for another reform which began the last half of the 19th Century —the introduction of the elective system. President Eliot not only successfully promoted this system but as chairman of a national committee on secondary education he advocated "the equal rank in college requirement of subjects in which equal time, consecutiveness and concentration were demanded." Thus the letters which bound the curriculum of both the high school and the college were loosed and a new philosophy of the arts college began to emerge.

The full effect of the changes which flowed from this new conception of the college was not felt for some decades. Indeed, it was well into the 20th Century before the confusion resulting from it reached its peak in the '20s. The college population expanded rapidly, from 238,000 in 1900 to 598,000 in 1920, to 1,100,000 in 1930. The increased

Dr. Carmichael

numbers of students with widely varying interests added to the difficulties. The standardizing associations that began in the last decade of the 19th Century had their hands full during this period of rapid growth. Accreditation became the goal of institutions large and small and this was based largely upon units required for admission, credits required for graduation, the number of books in the library, space in the laboratories, and dollars in the endowment. Emphasis upon these quantitative measures blinded both the colleges and the general public to the importance of the quality of instruction and the soundness of educational results. Thus, while the decade 1920–30 was the period of greatest growth in college population, it was also the period of greatest confusion. Recognition of this fact resulted in the inauguration of important reform movements during this decade.

First of all, the *free* elective system was so modified as to provide for certain required subjects in the first two years and a major and minor in the upper half of college. This pattern still prevails in most institutions.

A second important movement was represented by the so-called *honors courses* first established at Swarth-

more College. Modeled largely after Oxford and Cambridge, this program provided for independent study, outside examiners, tutorials, and freedom from required class attendance. Within a few years no less than 150 colleges announced similar plans. Many other institutions followed certain features of the program. For example, greater emphasis on independent study, lifting of the class attendance requirement, comprehensive examinations for graduation, etc., appeared in catalog announcements. Other preceptorial and tutorial plans were announced embodying various features of the *honors courses*.

Two new colleges were chartered during the decade, Bennington (1925) and Sarah Lawrence (1926). Though these institutions did not get into full operation until some years later, they nevertheless represented a revolt against the vagaries of college programs of the decade in which they were chartered. Both have sought in different ways to develop more effective programs of instruction than that offered by the older institutions.

Another development that had its origin in the '20s is represented by the *general education* movement. In current educational literature it occupies a prominent place. A magazine now in its fifth year is devoted to the subject. It was an outgrowth of dissatisfaction with the program of education offered by the arts college. It seeks to discover the common core of knowledge which should be the possession of every educated person. It is promoted by those who believe that the current college curriculum fails to provide it. Because it is a controversial subject, it would perhaps be appropriate to make some analysis of the arguments *pro* and *con*.

The traditionalist deplores the use of the term "general" education on the ground that it is "a spiritually neutral word, devoid of any implications of insight, perception, values." He believes *relevance* as a criterion of useful knowledge is a snare and a delusion, as interpreted by the general educationist, that liberal education which seeks to make life more sensitive and more alive finds full justification in promoting an experience which is intrinsically valuable and is thus "profoundly relevant to human life" at all times and under all circumstances.

On the other hand, the protagonist of general education argues that the *liberal* arts college has failed to live up to its original ideal, that its curriculum has become specialized, that it has been "so preoccupied with the training of psychologists, chemists and musicians" that it has neglected the education of the free men. He maintains that "the original purpose of liberal education is preparing men and women for a free life which they would share with all their countrymen in a free society has been overshadowed by specialized vocational training." For this reason he suggests that the "substitution of the word general for liberal is justified if it focuses the attention of educators on the urgent need for a restoration of those human values which have been gradually lost sight of in the planning of the past half century, when specialization has been the order of the day."

These criticisms cannot be wisely ignored by college faculties. Survey courses designed to meet the need have generally proved to be unsatisfactory. The purpose of the first two years of college (usually described in much the same terms as those used in defining the object of general education) has certainly not been achieved by most colleges. Institutions are handicapped by tradition, by the vested interests of departments, and by the failure of faculties to attack realistically the problem of providing a common core of knowledge for all students.

It is clear that the "movement" for "general education" has not yet found itself. It is still lacking in focus, in clarity of purpose and in effectiveness of method; but it is to be reckoned with in the future development of the liberal arts college. Indeed, it seems likely that it may have a profound effect upon the whole structure of higher education, affecting not only college programs but graduate and professional schools as well. It is highly important that the arts college faculties assume responsibility for directing it. Its ultimate contribution will depend upon the wisdom of those who guide its development, upon the depth and breadth of their conception of education, and upon the realism with which they attack the problems which confront its progress.

The potential of the movement is great. It represents the beginnings of the formulation of a revised program for the arts college. As such it has a basic contribution to make to educational theory and practice. In groping after the essentials of true education, it must ultimately involve consideration of not only the knowledge which every educated person should possess, but also of his attitudes, his motivations, his sense of values. These intangible effects of the college experience have been assumed. With the exception of

the Princeton study, now in its third year, no serious attempt has been made by a college, so far as I know, to determine the impact of the entire college experience on undergraduates.

A recent study of the concern of colleges about the problem of teaching values indicates a great interest in the subject. Developing a sound sense of value should be the contribution of the college to all students alike. It should be included in the *common core*, a part of the program of all students. While the term *general education* has not usually been given so broad an interpretation, it is inherent in its plan and purpose. There is evidence that its advocates are already thinking in these terms and that it is having the effect of stimulating faculties to more fundamental considerations of the function of the college.

As general education concerns itself with these basic objectives, a new appraisal of the importance of the humanities is inevitable. It will provide a more realistic basis for making history, philosophy, language and literature cornerstones of the college program. They have been crowded out by the demands of new additions to the curriculum because sufficiently convincing arguments for their continuance were not advanced. The new approach will provide the reason for making them central to the education of all students. It will likewise help to counteract the tendency to make the arts college but a service station for the professions through devoting so much attention to pre-professional courses. By the same token, it will emphasize the independent, intrinsic merit of the college program and is essentially important in the whole educational system.

The independence and prestige of the college had been undermined by the demands of the professions for preparatory courses with more or less specialization in each. The array of premedical, predental, prelegal, pretheological and prenursing curricula found in many college catalogs gives the impression of an institution with no central purpose. It is encouraging to note that the professions in recent years are emphasizing more and more the importance of a broad general education as preparation for professional studies. The emphasis upon general studies in certain professional schools is still further evidence of a new interest in basic education. Within recent weeks one of our great universities has announced the discontinuance of the premedical program in its college. This may easily be the beginning of the abolition of specialized pre-professional curricula. If so, it means a new opportunity and responsibility for the college.

There are many indications since 1945 of a revival of interest in fundamental education. The travail of two world wars in a generation has forced a reconsideration of basic tenets and this has expressed itself in a keener desire not only to know the facts, but to understand the underlying causes. The seriousness of purpose of the veterans and their interest in philosophy, history and the social sciences illustrate the point. The time is ripe for a rebirth of confidence and hope in the kind of education for which the liberal arts college has traditionally stood. One gets the impression that college faculties are beginning to be aware of that fact but that much imagination, courage and energy will be required to realize the full potential of the opportunity at hand.

DOMESTIC VIRTUES AND THE LIBERAL ARTS

Mrs. Mildred McAfee Horton
Former President, Wellesley College

The citizens of Middlebury were not content with providing education for young men only. In that same eventful year 1800, a Lady's Academy was organized. On the score of female education, however, there was divided opinion, but the die-hard anti-feminists were overwhelmed by arguments such as the one which appeared in an editorial in a Middlebury newspaper—Why should females be educated? The writer argued as follows: "In the first place they are intellectual beings and if intellectual they are capable of being improved by a course of studies by which the male sex is allowed to be made much the better. Unless the female mind is subjected to proper labor, it is likely to become unmanageable and vicious. Of course a young woman may appear beautiful while the fire of youth sparkles in her eye and while she is able to join the spritely dance and contemplate herself with satisfaction in the mirror. But the roses of health will fade and beauty will be blighted by the frosts of age." Naturally, the argument concludes with the assertion that "if a young woman's mind has been well cultivated she has a source of inward beauty which can never dry up." Emma Hart of Middlebury married the town doctor, John Willard, and Emma Hart Willard, that pioneer of higher education for women, began her career in this village.

I must confess that it took from 1800 to 1883 to convince the die-hard trustees that young women should

receive higher education at Middlebury College. May I quickly add that we of the 20th century Middlebury are eternally grateful for that belated decision. Without the pulchritude, the graciousness, the wit and the wisdom of our Middlebury women, both students and our ever young women graduates, Middlebury College would lack, shall we say, all of its charm and most of its inspiration.

Early in her distinguished career, our next speaker must have decided that "unless the female mind is subjected to proper labor, it is likely to become unmanageable and vicious." Certainly I know of no woman today who, from experience and from intellectual endowment, is better fitted to address us this evening on the topic "Domestic Virtues and The Liberal Arts."

It is my privilege to introduce to you the former dean of women of Oberlin College, a one-time President of the Association of American Colleges, and the very recent ex-president of Wellesley College—Mrs. Mildred McAfee Horton.

THE DIRECTOR OF ADMISSIONS of a liberal arts college for women was asked a few years ago what the purpose of the college was. To the surprise of some of her colleagues she answered that it was designed to prepare good wives and mothers. I did some other things too but that a college official should include training for domesticity as part of the function of a liberal arts college marked the end of an era in the higher education of women. When Middlebury first admitted women sixty-seven years ago, girls who went to college faced a real possibility of not marrying at all because of their "blue stocking" reputation. Now that they wear no stockings at all the modern college women know that they stand as good a chance of marrying as any other women. The problem of the modern college is not to decide to encourage and cultivate domestic virtues but to decide what virtues and how to cultivate them.

What are domestic virtues in our chaotic society? What is a good wife and mother; a good husband and father? How does one learn to be one?

Let me talk mostly about women since I know more about them. Most girls marry—but there is nothing in our American cultural pattern which guarantees marriage to any specific individual. Can American parents guarantee a husband for their daughter? Certainly not. There are those who try. I remember one mother (though I have happily forgotten her name) who wrote to the student newspaper at MIT and said she had a nice daughter just entering Wellesley and would be glad to have her meet some nice boys in Cambridge. The note was posted on a bulletin board, as I remember the episode, and drove the girl into the professional care of a psychiatrist! More subtle efforts of parents to introduce daughters to "nice boys" are almost sure to back-fire if the nice boy or the nice girl is even remotely suspicious of the parental intent.

Mythical Mary who decides that she wants to be a wife and mother is largely on her own to get her man. Is this the point at which the college should step in to educate her? Should there be courses in courtship? Required? Elective? How should such a course be graded?

I remember stepping into a gymnasium once in an eminently reputable college—not Wellesley—to find a class of students sitting on the floor, writing industriously. They were taking an examination in tennis. It struck me as an unproductive way to test skill in that sport. I am inclined to believe that a course in courtship would need to be tested outside of the classroom in terms of functional success. Does she get her man? Does he get his girl?

Suppose Mythical Mary fails the course. Surely such failure must not be allowed to blight her entire life! Proposals to educate all young people as though they were sure to marry leave me very unenthusiastic. Statistical probabilities make no guarantees for this particular girl, that particular boy, and, whatever else is done in school and college, education ought to help the individual meet whatever circumstances he has to meet. I'm glad to have Mythical Mary look forward happily to marriage but I don't want her trained for misery if she doesn't marry. Lots of women live alone and like it and it is a tragic waste of human resources to so educate them that they feel frustrated all their lives. Is there anything sadder than a young woman whose whole youth is devoted to trying to find someone to marry—unless it be the not-so-young woman who keeps at it coyly when she ought to be busy about other things?

Let's suppose, however, that Mary passes the courting course with honors—or qualifies for exemption! She is definitely going to marry. What do we need to teach her in order to make her a good wife in 20th century America? Let's start with an obvious minimum—she will want to be a "well-adjusted companion to her husband." Fine. Let's teach her to adjust to her husband. What husband? Surely she cannot adjust without regard to his background,

aptitudes, interest—and these change as he develops. Can we do much more than teach her a) that she should adjust; b) what she needs to know about her husband in order to make a good adjustment; c) how to find out what she needs to know; d) how to adjust herself to the kind of person she finds him to be . . . adjustment, in general?

Surely it is woman's place to make a home a home. Or is it? What of those millions of men under arms. Will their wives be permitted to keep house and make homes for them? Possibly making a home to-day means chiefly learning how to live with an older generation, in *its* house. How does a college teach young people to do that?

For whatever home, Mythical Mary will find that practical arts will come in handy. Traditionalists in education are hesitant about practical arts as part of the academic curriculum. They sometimes put themselves in the stupid position of seeming to imply that these arts are unimportant. Let them try to cook a meal once and see if they are unimportant. In defense of the traditionalist it should be said, however, that most of them veto practical arts as academic disciplines not as something lesser in importance but as something different in character. My own thinking on this matter has been influenced by the title of a favorite cookbook, "You Can Cook If You Can Read." (It is the only one I have found which takes my own ineptness for granted, accepts it as credible. For instance it gives definitions like this.

"BOIL.—When a liquid has reached a quick bubbling state, it is said to be boiling. At sea level water boils at 212°. *To bring to the boil* means to heat a liquid until the state of boiling has been reached."

It includes helpful home hints such as "Eggs, How to Open" . . . That particular hint tells the reader to "be gentle but firm when cracking an egg shell . . ." You'd think a book like that would be literally foolproof but it is no substitute for practice. I know, and so does my patient family.

The real problem for the liberal arts college is whether or not to train a student for the art of cooking which she may not need until she has been out of college thirty years or to teach her to read so that when she needs the art and wants it she can acquire it. There seems to me no valid reason for excluding food or furniture or babies from the range of subject matter with which scholars can deal, but the problem for educators is that of selecting both the subject matter and the tools to which they are going to introduce students. Practical arts seem to some of us less practicable for college experience than intellectual arts per se. The latter offer tools of value whatever the requirements of a student's future. The former must be adapted to so many specific circumstances that it seems more economical to cultivate them on the job where they are needed.

Suppose Mary masters the art of being a wife. Suppose she now becomes a mother. How could the college train her to be ready for that? What she needs to know about children is appalling to those of us who watch the young undertake the care and feeding of infants and do our share of grandparental baby-sitting. What Mythical Mary learns this year about absolutely essential health factors will presumably be corrected next year. We must certainly teach her to pay careful attention to what child health authorities say at the time her baby is born and thereafter. She must be given a healthy respect for professionals.

Of course we must tell her the important things about the kind of mother she should be—and we must tell her without knowing whether her children will be normal, abnormal, subnormal, well, sickly, bright, stupid. Whatever the circumstances we must urge her to help her child to develop an independent personality, free and creative—but who can prophesy how she will have to go about it?

Most liberal arts colleges which enroll women try to interest them in young children, assuming that children are rather more important than white rats or other objects of study. Part of the importance of infancy lies in the fact that it influences youth, adolescence, maturity. What is the role of the mother in all these periods? If a college is going to train for *life* where should it stop? Before we know it these undergraduates will be grandparents. How does the older generation move gracefully from the center of the household stage? How is one a good wife to a retired business man; a good mother to grown children?

What is the mother's responsibility—as compared with that of the school, the church, the Scouts, the this and that with which children's lives are so fully scheduled—what is the family responsibility for determining the size of the world in which children will be at home? Shall parents devote themselves to youngsters, living on the level of juvenile interest to assure boys and girls of concern and affection? Or,

shall parents be so busy about community and world affairs that they set their youngsters an example of world-oriented citizens—even at the expense of the quiet evenings at home with the children which parents theoretically believe in? Shall a mother protect her child from awareness of social inequalities, social conflict, or shall she early introduce him to institutions like the church where his conscience will be challenged by economic, social, racial injustice? Should young couples dare to be different from their neighbors in the interest of a social conscience, crossing color lines to form friendships, leaving the country club earlier than the others so they can get up for church in the morning? What does it do to children to have non-conformist parents?

What shall Mythical Mary—and Hypothetical Harry—be taught about money matters? Should she learn to earn as well as to spend? It is good social policy and sound personal advice to encourage or discourage marriage before either partner has anything to live on? What are the realistic possibilities in getting financial matters in healthy perspective?

If you think life is confusing for the young, I ask you to give more than passing thought to the problems of those who venture to educate them. Fancy being in the position of having to decide what young people need to know to prepare themselves for the wildly uncertain life which lies ahead!

To teach all the techniques which will be necessary for the unpredictable future seems to me an impossibility but the range of the questions I have been asking indicates some of the virtues which will contribute to domestic life and, in my judgment, to public life as well.

★ ★ ★ ★ ★

People who anticipate change, uncertainty, the unknown, are helped to meet it effectively if they have the kind of *self-confidence* which comes with knowledge that they know how to handle situations and people. The ability to think straight, to weigh evidence, to argue logically from premise to conclusion, to objectify situations so that they can be analyzed, understood, made manageable . . . these are skills which are needed in a changing world. The contacts of the future are unforeseeable. Familiarity with as wide a world as possible helps to give people confidence as they face the future, assuring them that they will not be totally at a loss in new situations.

The world we are going to live in for the next few

Mrs. Horton

generations needs more than self-confidence and an objective understanding of problems as they arise. Our time—probably like all other times—call for mature, *self-spending*, people, men and women so sure of themselves that they can afford to be generous and have no zeal to be self-protective. Could anything be more needed in the realm of domestic relations than a generation of people who conceive of marriage as the fulfillment of personality, a partnership in which personal interests are merged in the well-being of larger, joint personality? There is nothing more lonely, nor less truly human, than a hyper-individualist. Men gain their personality in association with other people and the man or woman who never voluntariy commits himself to the limitations involved in adapting to other peoples' needs and wants misses his own greatest satisfaction. We used to talk in terms of sacrifice and that is what I still mean—but the word came to have a connotation of smugness. It was sometimes interpreted as involving unctuous self-aggrandizement in the name of sacrificial service. Domestic—and public—life needs men and women who "bear one another's burdens" not with condescension but by identification which makes the other man's burdens their own.

Totalitarianism has a profound appeal in its claim on the little man as an essential cog in the big machine. Its inadequacy consists—in part—in its failure to recognize that forced commitment, thoughtless commitment, has far less regarding results to the individual (and to the society) than voluntary, informed, commitment. The individual is sacred in our Christian democratic tradition, but he achieves his fulfillment when he relates himself freely, voluntarily, to his fellow-man. The most satisfying form of such commitment is full commitment to a life-partner with whom he voluntarily takes his future action. He ceases to be an isolated unit and becomes a part of a greater unit in which, with no loss of individuality, he gains personality. Marriage like that is not achieved on the basis of mere biological adventure, nor of social expediency. It is sacramental in the sense that it involves the recognition of the sanctity of personality, one person committed to another. That involves an attitude toward oneself and one's partner which is mature. It is the act of the man, the woman, who has learned "not to think of himself more highly than he ought to think" while knowing that—along with everybody else—he is of inherent significance in the universe.

Self-confidence, commitment,—this kind of mature quality is easier to achieve by people who have some basic religious convictions, convictions which most of us associate with the great Jewish-Christian tradition of our own forefathers. The "faith of our father" in an all-powerful, living and loving God was a source of security and power for them as they explored this continent and established this great nation.

Perhaps I should state this beneficent influence of religion with some hesitation on the campus of a college which refers in its catalog—to my delight—to an episode in its history in January, 1839. "Great religious revival resulting in disastrous breakdown in College morale." Could the Middlebury stamina have been such that it improved morale fifteen months later to be able to record that "the time for morning chapel is changed from 5:30 to 5:00?"

However devastating the influence of religion at some times and in some places, it has been historically a tremendous dynamic force. In a period of rapid change it has been, is, and will be a great source of strength and serenity for those who have the "invisible means of support" which—as someone put it—distinguishes them from the atheists.

My thesis is that the self-confidence, self-commitment, and the rootage in fundamental religious convictions which are major domestic virtues are precisely those which can be most easily cultivated in educational institutions devoted to the liberal arts. Let Professor Brand Blanshard state for me what grounds I have for this thesis. I commend his whole pamphlet on "The Uses of a Liberal Education" published recently in a Hazen Foundation series, but let me include just this one sample statement.

"Now the educated mind is the mind that has achieved mastery of its own powers, and such mastery is reflected through all the detail of one's living. A liberal education impractical? Why there is nothing in the range of our speech or thought, our feeling or action, that it leaves quite as it was! Because the educated man knows the difference between knowledge and opinion, his thought on everything—on his business, on his creed, on the devaluation of the pound—will be more self-critical and more precise. Because speech is the reflection of thought, his talk on all these matters will have point and precision and weight. Again, right feeling is largely a matter of right thinking; if a man is honestly convinced that racial discrimination is wrong, the struggle for right feeling is two-thirds won. And besides, feeling is as educable as thought. . . And if his thought and feeling are affected, so surely will his action be."

A liberal arts education which makes the training of the mind an end so that it can become a means to a richer and fuller life of confidence, commitment, conviction—such an education I reassert, cultivates domestic virtues.

★ ★ ★ ★ ★

I say this with full awareness of certain current dangers to which students are exposed in the ordinary liberal arts course, dangers which jeopardize the very virtues we seek.

We want self-confidence. Sometimes we get overconfidence. This is often in compensation for a sense of technical inadequacy in a highly technical age. There is a pathological form of intellectual snobbery which sometimes infects students of the liberal arts. In an era of fast change, the traditional in every area is on the defensive. Too many adherents of the liberal arts overrate the immediate value of their academic training. Dorothy Thompson went "On The Record" in the N. Y. Herald Tribune as long ago as 1939 with a comment which might also be made in 1950. She said,

"Every other day some young woman just out of college comes into my office and wants to 'be a successful journalist.' These very personable young women usually want 'research' jobs. If

one suggests that they start by clipping newspapers and learning how to keep files; by answering letters from people who want information, or by tactfully answering telephones, or typing copy, they answer that they have majored in English or History, and this is not what they have been educated for.

"And indeed most of them have not been. The truth is that they are incapable of clipping newspapers and organizing files, because they have not been trained to any orderly precision about anything they do. But orderly precision is a first necessity of decent research work.

"In the course of doing pedestrian, small tasks, they might learn something, get their bearings and prepare to move on."

The notion that only intellectual exercise is worthy is a disastrous one to domestic felicity. Somebody has to sort the laundry, clean the ash trays, wash the dishes, fix the faucets when they leak—and when don't they leak?—do all those recurring, never-ending, odd jobs which in my girlhood we called "Mother's puttering." I know that some intellectuals have risen above the mechanics of living by ignoring unwashed dishes, unmade beds, and living in the midst of chaos with apparent serenity. I have not yet been convinced that elementary neatness is really beneath the dignity of educated youth but I submit that education—gone slightly haywire—has been known to encourage superiority to the requirements of systematic housekeeping!

Self-assurance can become self-importance and that is one of the occupational hazards of the liberally educated young person in a society which values technical skill inordinately. It is unnecessary self-defense!

There is a further danger of developing self-centeredness in the process of giving people a type of education which ought to cultivate a healthy perspective on oneself in relation to the ages.

By and large a liberal education is a luxury to the individual who can afford to defer technical training or practical experience. Don't misunderstand me. I consider it a social necessity for somebody to be liberally educated. The person who happens to be that somebody seems to me to be uniquely privileged. Undergraduates in liberal arts colleges have been told since babyhood that they are privileged. They sometimes come to believe it with embellishments which they were never taught intentionally by their teachers! Teachers stress privilege in connection with responsibility. We underscore *noblesse oblige* but sometimes the young get the firm idea of *noblesse* without thinking through to the *oblige*. Or, they confuse obligation with patronage, privilege with prestige.

One of my hobbies has been to try to silence those mistaken adults who sometimes tell undergraduates that college years are the most carefree and happiest ones of their lives. That seems to me totally false. Late adolescence confronts young people with the tragic necessity of dealing with semi-adult or fully-adult situations without adequate experience to manage them. That makes college years for many people years of appalling responsibility. However, it is true that undergraduate life is abnormally self-centered. A student's plan of action is self-determined to a larger degree than it is apt to be again. This is almost unbelievable to undergraduates, frustrated as they often are by requirements, rules, bells, assignments, appointments, pressures of all kinds. The typical undergraduate faces confusing demands, but he has only himself to consider in meeting those demands from day to day. He is the focus of his own program in a way the young employee in an office can never be! I sometimes think that the very detachment, the abnormal independence of student life, contributes to its uneasiness and leaves students rather less happy than their contemporaries who are assuming more direct, socially imposed responsibility.

The young person who misses the point of this laboratory period of independence and begins to consider it his "right," the "normal" way for a person of his importance to live can be a practical problem in any domestic situation. Self-importance is the contrary of the domestic virtue of willingness to merge one's individual interests in the larger unit of the family.

In conclusion, let me mention one third difficulty for the liberally educated young modern whose opportunity could offer him time to think out religious convictions and take stock of himself and his times. The liberal arts—the truly liberal ones—cultivate a tolerance which mankind desperately needs. Theodore Greene put it this way in his *Liberal Education and Democracy*:

"A liberal education is essentially an introduction to intrinsic values and cultural perspectives. . . . Its function is to enlighten, to promote understanding, not to proselytize, and this applies not only to religion but to morality, art, politics, and all other aspects of human experience."

Gone slightly awry, the emphasis on "understanding without proselytizing" can confuse students by making commitment to anything seem intolerant.

The Saturday Review of Literature once carried a little verse by Carolyn Ellis,

> "I'd like to ask of science, why, oh
> Science, is it so?
> Morons sound like mental giants
> When they answer 'yes . . . and no'?"

The *Daily Princetonian* last week (9/22/50) carried an editorial comment—or letter—paying high praise to a professor who

> "said something of his own in the lecture—he took a side, made a point, and did not apologize for doing so to the Liberal Union spies scattered throughout the audience." The writer continued, "In the very make-up of any lecture, a certain rational prejudice must be exercised by the professor in the selection and discard of the topics that can be handled in the sixty minutes. So let's hear occasionally about an irrational prejudice, or even just a personal opinion once in awhile. The dividends are tremendous."

The interest of this observation lies in the fact that a professorial opinion was newsworthy.

Commitments to judgments—especially value judgments—are inevitable in a scholar's field of professional competence. Knowing the difficulty of making fair judgments, it is easy for scholars to be over-cautious about encouraging commitment to anything on the part of anybody who does not know all the questions at issue. To be open-minded about one's own commitments, willing to revise judgments as new data appears, that is a fine art. Too many scholars are so fearful of being closed-minded that they avoid the danger by avoiding any commitments at all.

But domestic relations involve commitment—loyalty, dedication. The freest man is the one who has the security of great convictions. Assured of fundamental support he can adventure into the future unafraid.

It is a good sign in a bad world when a great institution like Columbia University can announce its new Undergraduate Courses in Religion with the statement which involves both tolerance and commitment:

> "There are in the faculty and student body of the University persons of many different faiths, including the secularist faiths (humanism, materialism, etc.)—and quite properly so. But on a basis of its foundation the University as an institution is not neutral about the Judaeo-Christian tradition; it is for it and for its perpetuation and expansion in our culture. As an independent university in a free society it is free to be *for* all those forces on which a free society depends."

Emerson said of his scholar, "The day is always his who works in it with serenity and great aims." Modern educators are in a position to face the future with serenity when they hold fast to the great aim of colleges like this one and prepare young people for the unpredictable future by training them to be intelligent *and* humble; self-confident *and* cooperative; dedicated *and* tolerant men and women. Such men and women, liberally educated, will have the domestic virtues which they and the world need now and forever.

THE OUTLOOK FOR THE INDEPENDENT COLLEGE

Dr. Henry M. Wriston
President, Brown University

You have observed that up to this moment you have had stimulating addresses from three ex-college presidents. I will now confide in you that when Dr. Seymour and Dr. Horton were first asked if they would honor us with their presence here this evening they were active presidents of Yale and Wellesley respectively. Now a superstitious person might have hesitated to ask yet another president to join this Symposium lest he might precipitate another retirement or resignation and thus deprive another university or college of its beloved leader. We refused, however, to yield to superstition.

In New England we have a venerable institution called the "Association of Colleges in New England." It has a presumptuous title for it numbers but fourteen of the older colleges and universities of this region. Annually the presidents and delegates of these institutions meet for a two day informal discussion of mutual problems. In 1943 I was the neophyte of the group and I attended my first meeting with some apprehension that it would be a place for pontifical speeches and shall I say, stuffed-shirt performances.

I do not know what those meetings may have been like before Dr. Henry Wriston became president of Brown University but I can assure you that my preconceived notions were dispelled the moment President Wriston started making his wise, witty, challenging, down-to-earth, and always refreshing contributions to our discussions.

If there is an educator in this land who knows more of the foibles and fancies, the facts and the fiction of higher education than the eminent president of Brown University I have yet to meet him.

If anywhere there is a man who can equal Dr. Wriston in so quickly spotting out, and in so precisely and incisively carving out and tossing aside mere educational verbiage and patter, that man is unknown to me.

Our Symposium comes to its close with the address to be presented to you by President Henry Wriston, one time Professor of History at Wesleyan, former President of Lawrence College, and now for the past thirteen years the dynamic and outstanding President of Brown University. It is my pleasure to introduce to you Dr. Henry Wriston.

In discussing the outlook for the independent college it is essential to avoid a procedure which impairs the validity of estimates. Without a strong counter-effort there is a natural temptation to project current moods into the future. President Seymour's emphasis on heritage is most welcome, for only by taking the long view can a sound perspective be achieved.

Bertrand Russell recently repeated Spinoza's advice to view passing events "under the aspect of eternity." It is a timely reminder, for the practice of extrapolating curves is often carried over from statistics and engineering where it has high validity into trends of thought where it has almost none. Ideas simply cannot be extrapolated.

"Predict the tides—
But still the mind goes free,
Unhindered by the moon,
Untaught by prophecy,
Yet holding vastness in its cell
Like captive oceans in a shell.

* * *

"Foretell the rain,
Snow, sun and hail—
But we the unpredicted ones
May climb to pinnacles and fail
Without a chart unless we find
The secret weathers of the mind."

The habit of translating current moods into predictions can be endlessly illustrated. It is not yet twenty years since our economy was said to be mature. Our highest political authority stated: "Our industrial plant is built." "A mere builder of more industrial plants, a creator of more railroad systems, an organizer of more corporations, is as likely to be a danger as a help." "We may build more factories, but the fact remains that we have enough to supply all of our domestic needs, and more, if they are used. With these factories we can now make more shoes, more textiles, more steel, more radios, more automobiles, more of almost everything that we can use."

His immediate successor in office censured the steel industry for expanding too little and too slowly. He threatened to build and operate government plants unless private industry accelerated its pace. In a recent public address the President said, "Business men should expand productive facilities, develop new techniques, and increase efficiency in every way possible." The reversal of prediction from a future dominated by a "mature economy" to one characterized by indefinite expansion is complete.

For some time it was widely asserted and believed that our economy was to be in "perpetual crisis," an unclear phrase which referred to allegedly inherent and incurable instability. A good deal of post-war discussion here and abroad was founded upon that prediction. It was succeeded by the Marshall Plan, Atlantic rearmament, and Point Four, all having a common premise: that the American economy is the only one with enough strength and stability to serve as a crutch to others.

Not only politics and economics suffer from this fallacy of interpreting a transient mood as the pattern of the future. Education has been confused by the same habit. In one of its reports the National Youth Administration said: "Thousands of young men and women leaving our schools each year are destined *never* to become self-supporting and independent in the sense that your and my generation was led to believe was our due. The supply of workers exceeds the demand. Manpower is a drug on the market. The productive forces of this country are glutted with brain and brawn which they cannot use. And what can't be utilized is simply laid aside to moulder and decay."

Falling into the same methodological error, in one of its elaborately documented reports the American Youth Commission said, two years later: "The great majority of pupils in secondary schools are led by the studies which they pursue to hope for careers in 'white-collar' jobs. Any examination of the opportunities that are really open makes it clear that the hopes fostered by the present educational system are sure to be disappointed for *most* of those now registered in secondary schools." That was the declaration of able and sincere people, misled by failure to employ a longer perspective and to realize that moods can change with altered circumstances.

The war defeated all forecasts. On the tide of victory, the depression mood of the thirties was reversed. The wave of the future now seemed to be running in the opposite direction. In its predictions the President's Commission on Higher Education took as

grandiose a view as the earlier reports had been pessimistic. It accepted "a description of the population and labor force framework within which higher education probably will operate for the decade to come," and concluded: "There is no dearth of personal, social, or vocational activities which require training at the college level." They were so sure of this that they argued in favor of 4,600,000 college students by 1960.

Before the validity of their expectations could be tested the Korean war precipitated still another change of mood. Now, it is foretold that we are to have ten years of mobilization; for a decade or more we are to live in a "garrison state." Ten years seem to be a favorite range for prophets; so far it has proved too long a span for useful predictions. Even in population trends, particularly those relating to the birth rate, the extrapolation of curves has obviously neglected vital matters: primary school enrollments which were supposed to shrink are soaring.

If one felt any temptation to be sardonic, he could emphasize that these sharp oscillations of mood—from the feeling that high schools turn out too many white-collar people to an assertion that colleges turn out too few, from an over-accent upon economic instability to a willingness to subsidize the whole world and lay burdens beyond dreams upon the only economy strong enough to bear them—all these rapid and radical shifts occurred in a period when "planning" has been the magic word. It is a term which assumes that the future not only may, but should, be foreseen with something like precision.

Changes of mood have been matched by a variety of fashions in educational method. Twenty-five years ago—and for some time thereafter—any college which did not join the survey course parade was not only unprogressive, it was reactionary, an enemy of reform. Now the survey course has run its overadvertised race and is pretty well discredited. Colleges which once were said to be stuck in the mud appear to have been merely steady. There have been many useful experiments, and many passing fancies; colleges which hastened to imitate one novelty after another find themselves more confused than ever. Dr. Carmichael has made reference to that confusion.

Reversals of prediction are recalled not for the purpose of claiming greater prescience than others, but to indicate the need for caution in discussing the outlook for the independent college. Nothing I have said opposes change; nothing is more certain than change, or more necessary than reform. My plea is simply that we should not distort our expectations of the future by over-attention to current events.

The immediate outlook is grim. Having raised tuition toward the point of diminishing returns independent colleges must compete with tax-supported institutions which, if they do not have free tuition, charge relatively low fees. As for new gifts, there are fewer and fewer rich people, and the stimulation of benevolence among the many of modest means requires a dramatic presentation as well as expensive organization. Neither is adequately available to the independent college. Endowments are growing too slowly to offset loss of revenue occasioned by the artificially low interest rate; therefore even when invested funds increase, they are less adequate. Shrinkage in relative resources is accentuated by higher costs which make effective competition even more difficult.

Moreover, the public relations of the independent institutions are unsatisfactory. A tax-hungry Congress eyes the huge total of institutional investments. Without careful analysis to see how those resources are distributed or match obligations congressmen exploit some unusual and perhaps unwise investment policies. To close "loopholes" in the tax law sweeping proposals are made which may operate to the detriment of many institutions which never used the devices to which objection is made. It now seems likely that even scholarly grants-in-aid will be taxed. Public officials do not appear to appreciate the contribution of the independent college. This is a far cry from the classic attitude of the Federal government continously expressed from the Northwest Ordinance of 1787 until recently.

Public relations of so-called private institutions suffer also because of the current defensiveness of the democratic spirit. There is no patience with "proceeding grandly down from precedent the precedent;" we must become perceptibly more democratic by the minute. To that end it is necessary to flagellate any who do not meet the new pace or who seek the same end by different means.

The President's Commission on Higher Education illustrates this tendency. I doubt very much that its conscientious and public-spirited members realized what a flood of criticism their report poured upon the independent college. Nevertheless, the cumulative

effect was seriously to impair public confidence in institutions which have made a distinguished contribution to American life. A few samples will give the tone of the criticism: colleges support "intolerant attitudes," and pursue policies of "exclusion." They are guilty of "inconsistency between profession and practice." They claim to have "solely a private responsibility."

The liberal arts college in particular is "aristocratic in tone," and "remote from practical considerations." It deals with "traditional" subjects and is not forward-looking. It subscribes "to the belief that higher education should be confined to an intellectual elite." Vast numbers of students ought to be educated and must be educated, yet the independent college does not want to pick up the burden and, therefore, it is not playing "the social role" which higher education is obligated to play. It is plainly indicated that on these and other grounds the independent colleges will not increase and will have only a limited role in the future. Indeed the report blandly consigns to oblivion many "private" institutions. They will not be able to compete with the community colleges which are to be established in large numbers.

Let me say parenthetically that if this prediction proves to be true, it will go hard with humane studies, for it is historical fact that beginning with the Morrill Act of 1862 publicly supported education has shown steadily less and less concern for liberal education. Federal money has gone more and more to vocational training. Again there is a temptation to be sardonic and point out that publicly supported institutions have more and more stressed individual vocational profit through education; it is the so-called private institutions which have laid emphasis upon public service. It's a topsy-turvy world where government insists upon private gain and private institutions train for an enlightened public opinion. While writing this paper I heard a radio notice that G.I. benefits must be used only for studies which would "help make a living, not courses taken for pleasure." Cultural enrichment is clearly not a Federal interest. In some state universities the arts college, so-called, has become largely a service station for the professional and semi-professional schools rather than an integral unit with a significant function of its own.

Despite these adverse circumstances it is not yet time for the independent college to lose heart. The community college movement calls for the expansion of public support for education beyond the high school. But if there is any truth in what is now said about the lack of adequate public support for elementary and secondary education, it seems doubtful that so great a new load can immediately be piled on top of burdens which cities and towns have shown themselves no longer able to bear. States, already committed to subsidize elementary and secondary schools, as well as to support universities and teachers colleges, are finding it increasingly difficult adequately to meet old obligations and maintain existing institutions. A host of new community colleges will pose financial problems of enormous dimensions—and may run beyond the fiscal powers of many states.

As for Federal support there have recently been some significant straws in the wind. Subsidy for medical schools, which was a "must" in order to meet an imminent crisis, passed the Senate, seemed about to pass the House; it waited only for a "rule," which never came. The subsidy has not yet been authorized nor has it been pressed during this session. Federal aid for elementary and secondary education, which was voted by one house of Congress, has never been approved by the other. Loans to build college dormitories, actually authorized, were suspended by the President and no appropriation has been provided. Even the National Science Foundation has not gotten off the ways, and the authorization provided for relatively insignificant funds. With talk about an annual budget of 60 billion dollars or more during the next ten years, it may prove hard to get Federal subsidies for many of the projects which seemed "inevitable" in yesterday's mood.

In both state and Federal governments there has arisen a very sharp competition between age and youth for the tax dollar. Age has been winning the contest in a walk—even the oldest can vote. If the inflation spiral continues, the aged are certain to siphon off even more money. The dollars they saved earlier will not support them; they cannot be allowed to starve. Relative to the total population the percentage of older people is rising. As health standards have improved the balance between age and youth continues to tip more and more heavily toward age. Financing the retired citizen is likely to get still more costly.

Unless some economic magician appears and works a financial miracle, it may be that community colleges will not promptly be established on the scale that

their advocates have urged. Thus the independent colleges, even though the President's Commission on Higher Education suggested that they have no significant future, may have to carry the load. In short, the trend toward centralization, uniformity, and Federal support, which has been gathering momentum, may, like other trends, be reversed.

Having suggested that inaccuracy is the only consistent quality of recent prophets, I am not going to be drawn into an attempt to foretell the future; therefore I do not say that the independent college will always be able to avoid direct public subsidy. Nonetheless I think such colleges will make a serious mistake if they surrender, as many are now tempted to do, to the "inevitability" of government support. Indeed if there is any validity in the argument I have just made with reference to further support of expanded publicly controlled education, it applies with double force to independent institutions. Federal aid may not only not be inevitable, it may not be available.

Meanwhile colleges cannot neglect to strengthen their position. To achieve this result they must take thought of the way in which their own programs have been promoting an idea which is based, to a large extent, upon the anticipated disintegration of the liberal arts college. The hard line drawn at the end of the sophomore year, the sharp division between upper and lower classes, and the failure to treat the curriculum as an organic whole have weakened arguments against those who would break up the colleges. The growing accent upon the "major" or "concentration" as primarily vocational or semi-professional has hardened the division and has tended to make the first two years the only "liberal" element. If the liberal arts are to have only two years, the basic argument for the four-year college is gone.

If we are candid about the outlook of the liberal college, we must face the fact that it must find its own way to organic unity and create a really seamless educational fabric.

In trying to outguess the future, many colleges have imperilled their birthright. For example, chapel was at the heart of the independent college and symbolized its characteristic and distinctive mission. Chapel services have been widely abandoned because of complaints that they were "compulsory." This was surrender to a word. Compulsory in what respects? Was chapel attendance more compulsory than class attendance, more compulsory than the curriculum, than the almost universal swimming test, or any other college requirement? As long as he is free to go where he likes, a student, when he selects an institution, elects also to abide by its curriculum and other rules. Therefore, if chapel is part of the college program which has been explicitly set forth in its catalogue he elects it along with the rest.

Dr. Wriston

To abandon chapel because it is called compulsory does not make any more sense than the abandonment of the liberal arts curriculum—which unfortunately has also been going on. In many places the curriculum has been expanded and spread so that it has practically evaporated. The outlook for the independent college would be vastly improved if it decided that it need not compete in "offerings" with universities, that its function is distinctive, and that to be different from universities does not mean to be less significant or less virtuous or less effective. Indeed it means a gain in all three respects—and also a reduction in costs.

Enormous stress has been put upon faculty tenure, security, and retirement allowances, and a never-ending emphasis upon the need for better salaries. I would not have it thought even for a fleeting instant that I oppose any of those things. Nevertheless, if one looks with perfect candor at the situation it is clear that part of the responsibility for the inadequacy of salaries rests heavily upon the faculty itself. They have inflated curricula; in the name of reform, there has been departmental log-rolling. So far as the discharge

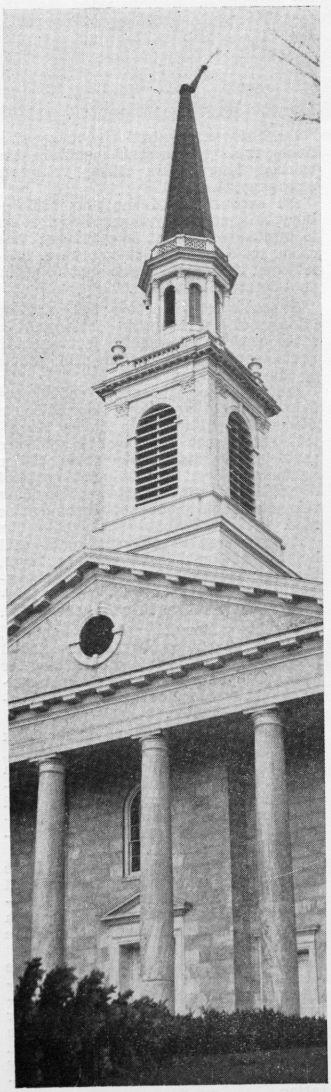
Hurricane Edition

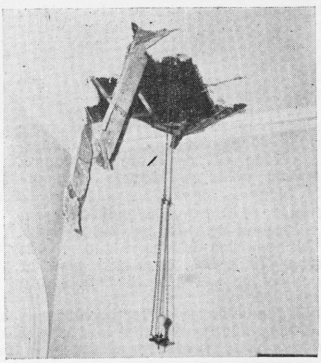
THE MIDDLEBURY COLLEGE

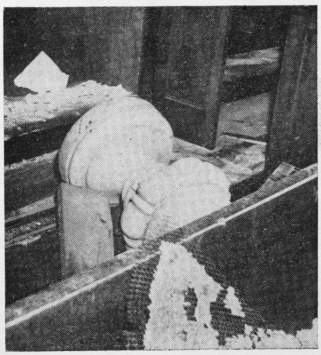
NEWS LETTER

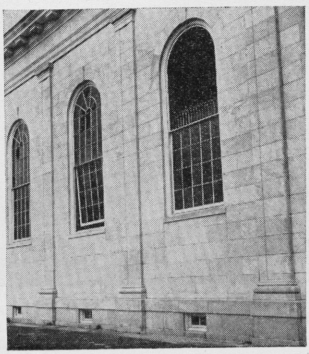
Supplement to Volume XXV, January 1951, Number 2

College Campus Severely Damaged By Hurricane









Gale Winds Cause $100,000 Injury To Buildings Grounds

Hurricane winds which ravaged the northeastern United States on Saturday, Nov. 25 struck hard at Western Vermont and roared across the College campus to cause an estimated $100,000 in property damage.

The powerful hurricane, which the U. S. Weather Bureau called a "full gale," spared only Starr Library and two of 34 college owned houses in town. Every other College building felt the wrath of the gale. First warning of the approaching storm came about 8 o'clock Saturday morning when a tree near Weybridge House fell on the power lines, leaving the house without power until five o'clock that afternoon.

Preliminary surveys show the following breakdown of damage: World War II Memorial Field House and Gymnasium, $50,000; Mead Memorial Chapel, $5,500; Pearsons Hall, $4,000; Le Chateau, $2,500; Student Union Building, $2,500; faculty houses, $7,000, and the remainder of the $31,500 spread over other buildings and grounds.

Despite the severity of the hurricane, the College was operating normally within three days after the storm. Electrical failures shut down two of five College kitchens, but students were fed on schedule with only minor changes in menu. Food was prepared on gas stoves by candlelight and served on paper plates in cafeteria style. As the town water supply was contaminated for a few days, students were served milk, hot coffee and tea.

(Continued on Page 3)

Winds of hurricane velocity snapped the pinnacle of Mead Memorial Chapel. Extensive damage was caused when a cement urn weighing 600 pounds was blown from the steeple railing and crashed through the main roof of the chapel and into the balcony below. Several chapel windows were broken.

EDITORIAL

The relationship between scholarships and hurricane prior to November 25, 1950 was indeed a remote subject for the Alumni and Alumnae of Middlebury College.

Now the most destructive hurricane in the memory of older Vermonters comes along and hits the College campus a telling blow. Roofs must be repaired, broken glass replaced, Mead Chapel renovated, interiors of buildings refinished, uprooted trees cleared away and new ones planted. Thousands of dollars for damage must be provided from some source. Thus the limited monies budgeted for scholarships from current (or operating income) are dealt a severe blow for hurricane damage not covered by insurance must be paid for out of current income.

The College has a most urgent and emergency need for scholarship funds. For many years a large portion of current income was used to make up for insufficient scholarships and shrinking income from endowed scholarship funds. Since the end of World War II increased maintenance costs and higher salaries for faculty and other College employees has lessened the amount of money available for scholarship aid.

Although the endowment funds of the College have increased considerably since 1940, they are paying less than half as much of the operating costs as they did a decade ago. Middlebury College endowments are bringing a higher return than in 1940, but are less effective because operating costs have greatly increased since 1946. United Nations police action in Korea has also added to the budgetory problems of the College as costs climbed to a new high in this country in 1950.

With the burden of payment of thousands of dollars worth of damage due to the results of the hurricane, a deficit in the amount of money available for scholarships out of current income will result unless Alumni, Alumnae and friends of the College **raise their sights** and contribute generously to the Scholarship Fund of 1950-51.

Letters from Alumni, Alumnae and friends of the College indicate great concern over the havoc wrought by the hurricane on their beloved campus. Many have expressed the desire to help. All sons and daughters and friends of the College can help Middlebury survive the telling hurricane blow of November 25, 1950 by contributing generously to the Alumni Scholarship Fund of 1950-51.

Additional contribution for scholarship funds must be forthcoming at this time if the "College on the Hill" is to continue its proud record of aid to promising young men and women from homes of modest means.

Members of the student body were responsible for clearing trees which blocked roads on both the campus and in the town. Joining in the work were: (left to right) Donald C. Peach, '53; Gordon B. Ross, '51; Robert N. Parker, '53; and John J. Vogel, Jr., '53.

President Pays Tribute To Relief Work Of Students

President Stratton paid tribute to the work of Middlebury students during the hurricane-wind storm of November 25, 1950.

"The catastrophe which struck our College." said Dr. Stratton. "is the sort of event which tries men and women as individuals and as a community. Students demonstrated to the highest degree qualities of character and leadership which should give Alumni and Alumnae not only pride in their college, but confidence that whatever problems and trials are before us, we shall meet and overcome them."

Dr. Stratton praised the many students, faculty, and staff members who worked long hours doing volunteer emergency work.

An accounting of the part Middlebury students played in storm relief is impossible, but it is estimated that close to 5,000 man-hours were contributed during the week that followed the destructive storm.

Students returned to a full schedule of classes on Monday, December 4, after a week of helping farmers and townspeople recover from the effects of the hurricane.

Shortly after the storm ended students went to work and cleared South Street, the approach to Porter Hospital. This street was blocked by more than thirty large fallen trees. Other students helped out at the hospital during the storm, moving patients where rain water soaked through the roof.

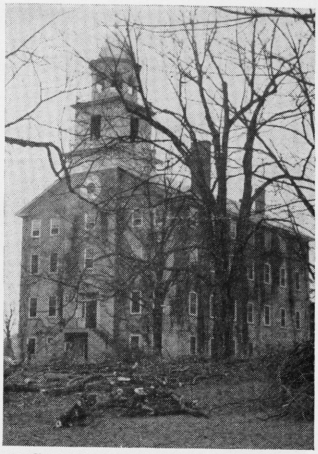
After a day of clearing roads and helping in the disaster work in town, the first crew of students was organized to help farmers remove or dispose of dead cattle in collapsed barns.

Monday morning, November 27, thirty-three crews were dispatched from the college to help in the disaster work. The efforts of the College students were coordinated by the Vermont State Police.

Throughout the week, volunteer work crews, providing their transportation, continued the relief work. More than twenty farms received substantial assistance in removing live cattle and carcasses from wrecked barns, repairing buildings and machinery, and salvaging hay and feed.

During early operations when little heavy machinery was available and speed was essential in releasing trapped cattle, College men worked through the night, with inadequate tools to free the stock.

Students were encouraged by the administration of the College to continue emergency work on storm damaged farms. Provisions were made for excused absences from class for those men and women doing relief work. Fifty percent of the student body participated in the hurricane rehabilitation.



Nearly 100 trees were blown down on the Upper and Lower Campuses.

Campus Severely Damaged

(Continued from Page 1)

Classes were suspended on Monday and Tuesday following the storm to allow students and faculty members to pitch in and clean up the campus and aid county farmers whose property was hard hit. Classes resumed Wednesday, Nov. 29, although crews of men volunteers were allowed to complete their daytime labor on area farms, and part-time recovery work continued throughout the week.

Mead Memorial Chapel suffered extensive damage to its spire, roof, and windows. Two solid concrete urns were torn from their bases on the steeple railing and crashing through the chapel's slate roof. One broke through the balcony ceiling and came to rest in a pew. The falling urn, ironically enough, opened a hymnal to an ode in praise of the power of nature. A circular window on the chapel pediment was broken, and windows on the south side were torn from their frames.

Most of the damage to Pearsons Hall was the result of rain which poured in through gaping holes in the roof and seeped through the building. The Student Union building also suffered from a torn roof and resulting water seepage. Much of this wooden building was closed except for the College print shop in the basement which maintained operation.

The Chateau, the Music Studio, the Infirmary, Battell North and South, the Weybridge House, the Homestead and the Ross House, which all rely upon electricity for their heat, were without heat until the power could be restored.

The buildings of the Bread Loaf School campus escaped with damages less than one thousand dollars. The Snow Bowl, a short distance from the Bread Loaf campus, was not as fortunate. Nearly fifty trees blocked the downhill slalom courses and women cleared all the fallen trees. The jump escaped without damage.

Alumni Rally To Assist Alma Mater After Hurricane Devastates Region

When the news of hurricane damage to the College campus reached members of the Middlebury family, many wrote letters to President Stratton expressing their concern and volunteering their aid in restoring the beauty of grounds and buildings.

Malcom T. (Mac) Anderson, '25, wrote inquiring about ways in which the alumni could help and offered a suggestion of his own. "Each graduating class has planted a tree on the campus in accordance with custom," said Mr. Anderson. "Some of these trees, I understand, have already gone down. I, for one would be very happy to contribute to the planting of another good-sized tree to take the place of one that has gone down, even though it may not have been the one planted at my graduation."

"It strikes me that it would be well to have certain classes take on individual projects. This is our College—we love it—call upon us," Mr. Anderson concluded.

Storm damage to the campus prompted the father of an undergraduate to send along a donation to the general fund with a message which said: "While I presume that the College was largely covered by insurance, I can imagine that you must feel not a little depressed about it all. Anyhow this seems like an appropriate time to send you a small donation."

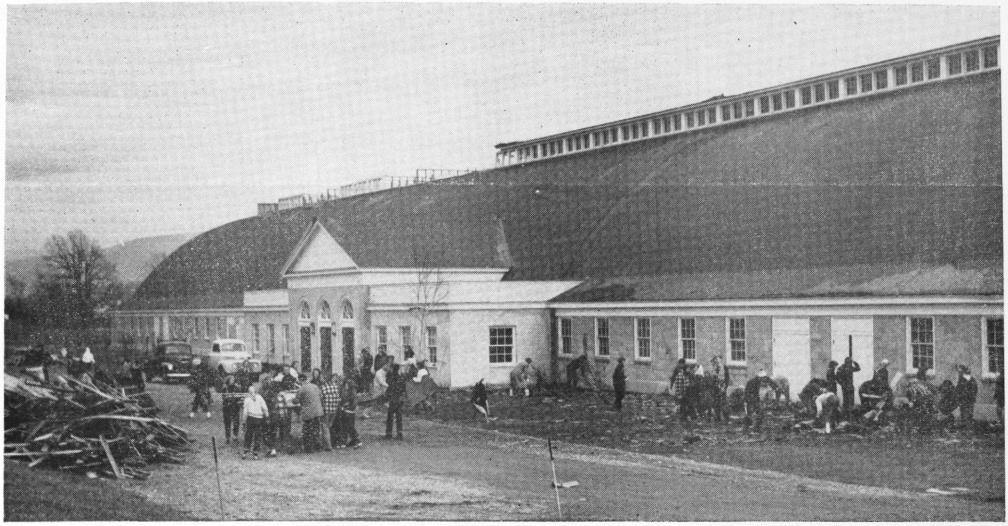
Evelyn Ryle, '23, wrote from Hartford, Conn., expressing her sorrow over the storm damage, recalling that the College grounds had looked so beautiful on her recent visit. "This is one of the many times I wish for big money so that I could send it to the College," said Miss Ryle. "If others feel that way, perhaps an alum could ask for voluntary contributions through the News Letter to repair the damages done to the campus," her letter concluded.

A typical letter from a recent graduate was the following from Bruce E. Burdett, '50, from Providence, R. I.

We were all very deeply shocked to hear the first reports of the damage which the College suffered in the recent storm. Although these reports have been only fragmentary and possibly in some respects inaccurate, we have been able to gather that the results of many years of painstaking and devoted labor were destroyed in a single evening. I think that I can partially appreciate your own feelings, for I know that many of the more recent improvements in the College facilities were the result of your own vision, your creative effort, and your sound planning. Surely, to see one's own achievements thus swept away is one of the most painful things that a man can endure.

Though I know very little of the business status of Middlebury College in particular, I am aware that these are extremely critical days for the small independent college in general, and that the prospects for the next decade, or, shall we say, for a period of time which none of us dares to predict, are not encouraging. I can suppose, therefore, that this blow may have come just at a time when the College is least able to absorb it without serious dislocations, and that the generous and unanimous help of the Alumni was never so much needed as it is now. I feel certain that the great majority of Alumni feel very much as I do at this time, and would be quick to help in any way that they could. Though I am only one, please be assured of my co-operation in anything that is undertaken to restore the loss. Though I am kept busy enough with my studies at the moment, I would happily donate a part of my time to help in any way that I could, if my help could be used.

Bruce E. Burdett, '50



When the hurricane subsided students turned out in large numbers to help pick up the debris from the roof of the World War II Memorial Field House and Gymnasium.

Memorial Field House Hardest Hit

The heaviest damaged of all College buildings was the World War II Memorial Field House and Gymnasium. A preliminary survey by President Stratton revealed that the cost of repair may be as much as $50,000.

Fifteen thousand six hundred square feet of the monitor or flat surface of the roof extending the entire length of the building was blown off, thus exposing the basketball courts, the hockey rink and the exercise room. Fifteen thousand square feet of hardwood floor was drenched by rain.

The day following the storm Austin & Company, contractors, engaged in the building of Carr Hall, put a crew of men to work repairing the damage. On December eighth the work on the roof had been finished and provisions made for completing interior repairs so as to have the building operating in usual fashion at the end of Christmas vacation, January fourth. During the vacation period the hardwood surface of the gymnasium will be resanded and refinished.

Porter Field suffered very little damage. The scoreboard, one goal post, and the motion picture stand on top of the grandstand were knocked down. The grandstand, however, remained upright.

Twelve percent of the trees on campus were destroyed as 75 mile per hour winds uprooted and smashed trees of all sizes and ages.

INSURANCE

Does the College have wind insurance? This question is being asked by many alumni and alumnae. The answer is YES on the Field House and NO on the other campus buildings.

The College decided some time ago to insure only the Field House against wind damage, on the theory that a building its size was most susceptible to such damage.

Wind-hurricane insurance premiums on the remaining buildings would be about $3,000 a year. It was felt that a damaging storm was unlikely to strike all build ings at the same time and that "$3,000 a year would go a long way toward paying the growing costs of College operation."

The wind ripped 15,600 square feet of roofing from the flat top of the Field House and Gymnasium.

of their educational function is concerned, many colleges could drop a third of their courses by careful reorganization of the curriculum. If that were done, it would result in internal economies significant enough to make a real impact upon the financial problem.

It is urgently necessary to raise more money for the faculty; but it is also essential for the faculty to re-examine teaching procedures and curricular offerings. Thoroughgoing and vigorous reform, which is within the power of the faculty themselves, would produce astonishing results.

Moreover, if the independent college wants to have a strong future it should revise its methods of selecting faculty and pick teachers not only with reference to their professional training but their personal relationships. Selection has become impersonalized to a shocking degree. In a teaching faculty an over-accent on degrees and the other impedimenta of formal scholarship detracts attention from the human, vital relationships by which alone great teaching is achieved.

I suggest, therefore, in conclusion that the first step in assuring a brighter outlook for the independent college is to look within rather than without. The college cannot shut itself in an ivory tower, to be sure, but it can be more sensitive to its great historic mission than to the confusions, irritations, and difficulties of the moment. The recovery of a sense of mission cannot be achieved without paying a price. It means running counter to the overvocationaslism of our times, it means resisting the materialism of our day, it means a firm stand for intellectual and spiritual values. Only by such emphasis can the colleges vindicate the burdens which they lay upon our economy; only so can they justify the time taken out of the life of the student. The college must be ready to give up the superficial manifestations of bigness for the substance of greatness.

The key revolution of our time is the independence of India and Pakistan. He who brought about the disintegration of empire despite its wealth and power, its prestige and panoply, employed "soul force." It would put a man at his wit's end to define it—but it wrought a vital change in the fabric of the modern world. The outlook for the independent college hinges upon whether it has soul force, whether its mission is more important than its wealth, whether it can live in the king's palace on a diet of pulse and water and still flourish amidst all the trials and tribulations to which virtue has ever been subject.

The Sesquicentennial Convocation

Saturday morning, September 30, 1950

GREETINGS IN BEHALF OF THE STATE OF VERMONT

By Governor Harold J. Arthur

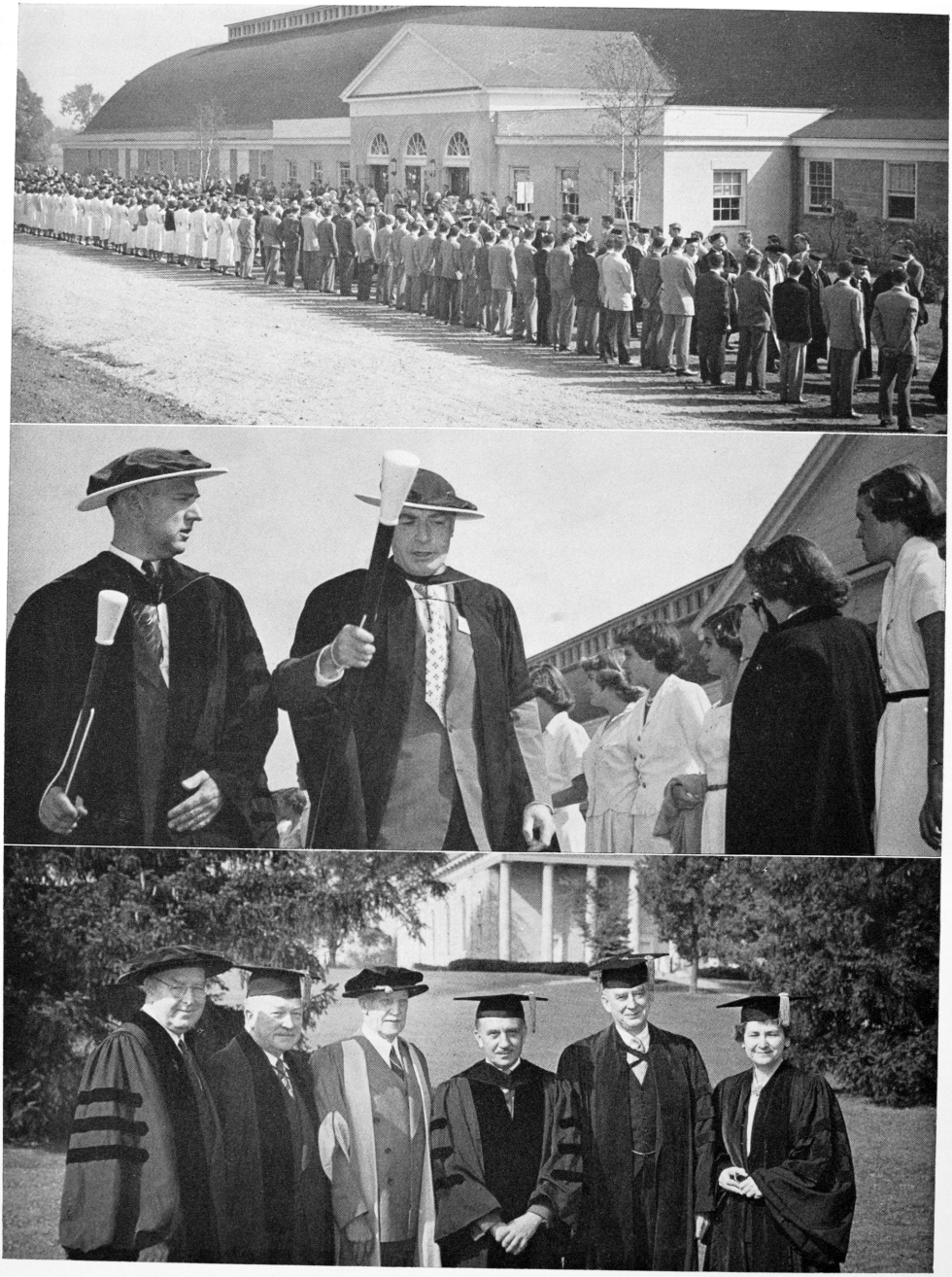
It is indeed a privilege to bring you greetings in behalf of the Green Mountain State on this beautiful fall day.

I am especially happy to be with you for this day marks an important milestone in the progress and development of higher education in Vermont. Middlebury College, we are proud to proclaim, since its earliest beginning has consistently ranked among the highest of our college institutions in the field of liberal arts.

The roll of famous personages who have gone forth from Middlebury's halls in the past century and a half remains a challenge to many a larger institution. If we in Vermont fail to recognize fully Middlebury's contribution to the progress and advancement of education we are, indeed, ungrateful. But we do recognize that contribution.

Middlebury College since its founding has been fundamentally sound in its mission and its teachings. I trust Middlebury shall not depart from the soundness. The College has left a tremendous impression in educational fields far beyond the confines of our own State.

This is your sesquicentennial. Lying before Middlebury in the next 150 years are fertile fields and unbounded opportunities to educate our youth in sound, wholesome, Christian ideals. It is my firm belief that



Academic procession passing through a double file of students (top); Sesquicentennial Marshalls (center), Dr. C. Leonard Hoag and Professor John G. Bowker; and (bottom) honorary degree recipients include, left to right, Dr. Wriston, Dr. Carmichael, Dr. Seymour, Dr. Stratton, Ambassador Jessup and Mrs. Horton. Dr. Stratton presented the degrees.

Middlebury will remain true to its trust and add to its glorious prestige in the years to come.

INTRODUCTION OF THE SPEAKER

By President Sameul S. Stratton

Our speaker on this morning of our 150th Anniversary needs no introduction to any citizen of the United States. I do, however, personally and for all present wish to express deep appreciation and gratitude for his willingness to address us today.

You do not have to be told of the high pressure under which our Ambassador has been and is now laboring. You may not know, that with the United Nations Assembly in session, our Ambassador could not leave New York until late last evening and he arrived in Middlebury at the distressing hour of five o'clock this morning.

We are honored by his presence here and it is with a feeling of deep privilege that I now introduce to you the Honorable Philip C. Jessup, our United States Ambassador-at-Large.

Let Freedom Ring

Philip C. Jessup
United States Ambassador-at-Large

In current language, I must confess the title I selected for my address is "corny." But I want to talk about something which is as familiar as "My Country 'Tis of Thee." The old saying that familiarity breeds contempt is perhaps less true than to say that familiarity numbs the mind so that it acts automatically and not rationally. There is often an emotional response to the sound of a familiar song or hymn or a prayer with whose tune or words we have been familiar since childhood. Yet, as we listen and repeat, we are barely conscious of the meaning of the words. Like most homely truths, this one is embodied in many jokes such as that about the little girl who named her toy bear "Bravely" because he was cross-eyed and she like the hymn "Bravely my cross I'd bear."

My plea is that we stop in our tracks and realize the meaning of the things we take for granted. I shall mention the thesis, which may at first seem exaggerated, that it is only through this process that we can escape from the mortal peril which confronts us. The peril which confronts us is that we may lose the accumulated values of our civilization and the faith which is the product of that civilization. The sources of the peril is a new fanaticism called communism. It is not communism as an economic dogma developed, with vast historical inaccuracy, by Karl Marx which is a menace. Economic fallacies take care of themselves. But it is the perverted use of communism as a slogan for the police state which has made the term a label for the peril to free peoples everywhere. This fanaticism is devoid of moral values because moral values appertain to the individual and communism as a current political mechanism appertains to the state. Superficially one might think that such a deification of the state as the symbol of the community is a more unselfish philosophy than our insistence upon the dignity of the individual. In terms of communism as it is practiced in the Soviet Union and promulgated from the Kremlin this is not true. For in reality under this system the state is not the community but the ruling clique. And what is the ruling clique? It is a group of cruel and selfish men intent only upon the perpetuation of their own power. To achieve this end they use the mechanism of the police state. They use it as Hitler used it with savage cruelty, with cunning and with contempt for the welfare of the people enslaved by their propaganda and their secret police. It serves their purpose to promote a favored elite who live in comfort or even in luxury but always in fear. There is no trust, there is only suspicion, reliance on power and again on fear. What inhabitant of the Soviet Union could sing "sweet land of liberty" without even a conscious sense of the falseness of the words? He may have drilled into his being the idea that it is well that he should subordinate himself to the all-powerful state but he could never think of himself as having "liberty." Is he a scientiest? His conclusions like his hypotheses must conform to the state dogma. Is he a musician? His symphonies must conform not to his concepts of harmony, beauty of art, but to the decision of an oligarchy. Whatever his skill, his inspiration or his desire, he must conform under the shadow of a great and omnipresent terror.

They say it is a revolutionary society, but they will not tolerate the revolutionary heresy "Let Freedom Ring." Revolution itself must, in the communist concept, deny its meaning and become arid conformity. Revolution is only the stepping stone to slavery.

Revolution is a theme for export from the Soviet Union. It is a practice to be encouraged in other countries as a part of the strategy for enslaving them.

Its practice or advocacy in the homeland is punished with death, and bare non-conformity is considered revolutionary. The shades of Bukharin and his fellow defendants in the purge trials bear eloquent witness to that fact. It is a grotesque fantasy that the most reactionary ruling clique in the world, namely, the Politburo, is able by the cunning deception of its propaganda to secure the momentary support of peoples inspired by the love of liberty. We who practice liberty have somehow failed to fain the victory which should come from standing on "the vantage-ground of truth."

In part we are inhibited by a sophisticated reluctance to state the obvious. Yet there is no more potent weapon in the world than the statement of the obvious when the statements are true. We found during the war that the best propaganda was the truth proved by experience to be the truth. This was and is because the truth so overwhelmingly proves the advantage of our position. The cominform pays tribute to this fact by denying their people access to the truth. Only the most deeply indoctrinated person is allowed contact with the outside world where truth is at large and even among this tested elite there are constant defections.

Unconsciously many of our writers and speakers strengthen the Soviet cause by discussing their strength. Of course, they have elements of strength. Evil always has elements of strength because it is unhampered by respect for any of the decencies which separate good from evil.

Actually, all of the familiar patterns of Soviet action clearly reveal their weakness. They know their society is too weak to bear comparison with the free world. The iron curtain is a badge of weakness. The armies they build up behind it are vulnerable to the truth. The greatest hazard in the victorious advance of their armies in Western Europe at the end of the war was the exposure of the soldiers to the realities of Western living. Long and vigorous reindoctrination or purging was necessary to readjust them to living in their world of whips and promises.

From time to time, we hear the voice of those in this country who are also afraid, afraid of the truth. They suggest that clamps be put on education so that students in colleges like Middlebury or in our large universities will be prevented from knowing about such doctrines as communism. Nothing could be more blind or so oblivious to the strength of our free system. It is only the Communists, not we, who need fear the comparison. If, from the tops of these Vermont mountains, we let freedom ring, we need never doubt that this will remain a land of liberty.

Yet it is not enough to preach and practice liberty despite the great moral strength which that preachment and practice engenders. The struggle for men's minds is only part of the conflict. The Kremlin seeks to control men's minds so they can control also their bodies. We must have physical strength as well.

I was talking a few months ago with that proverbial font of homely American wisdom, a taxi driver. He had served in a Negro regiment during the War. He had been reading some of the loose statements about the inevitability of war and the use of the atomic bomb. He was philosophical about it all, as Americans are wont to be. He reminisced about the past and wished that he might have lived in the late nineteenth or early twentieth century when one did not exist under the shadow of war.

It does seem in retrospect that those were halcyon days. I recall the surprise of the news of the summer of 1914 when the Kaiser (it is always personified in our minds) invaded Belgium. I was just about to enter college and I had never had occasion to think much about war. It had an unreality for my generation until the Plattsburgh movement and the Mexican border incident combined with the headlines of the news from Europe to rouse us from our lethargy. 1917 and our entry into the war came soon enough and there has been no halcyon day since then. We did not fully realize as a nation that this was so. There was the postwar period of prohibition and speakeasies; the fabulous twenties with their huge paper fortunes; then the crash, the New Deal, Hitler, and again war. Complacency has not returned since V-J Day, but the cause of our uneasiness has been inadequately appreciated. Slowly, as is our national wont, we have begun to absorb into our being the reality with which other peoples, the French for instance, have long been familiar.

The reality is that the world is confronted with reckless and savage men who have the power to move millions into war and who do not hesitate to do so if their own personal power will be enhanced thereby. People who are permitted to know the truth and who think, do not believe that the Kremlin is striving for peace. No irresponsible bombast about our initiating war reflects the thought of the American

people or of the American government. No responsible American believes that we stand to gain from war. The anti-war statements of great military figures like Eisenhower and Marshall do reflect our national spirit. We needed no proof that we would fight if necessary. If others needed it, they received it in June when wanton aggression was loosed by communist imperialism against the Republic of Korea.

There was a new note in our response to that aggression. It was as if through our subconscious the refrain "Let Freedom Ring" applied not only to the mountain tops of Vermont and Tennessee and Colorado but also to those of Korea. Moreover, we did not silence the refrain as we thought to ourselves that there are other mountain tops in many other parts of the world. In Korea we said "Let it ring" with a note of authority. It was an order. The order is being carried out by the Unified Command for the United Nations because fifty-three nations also wish freedom and not slavery under Moscow. It is a pity that the United Nations is not universal in order that all free peoples might join in the chorus.

For other mountain tops whether in Asia, in South America, in Europe, in Africa, or in the islands of the sea we sang "Let Freedom Ring" in notes of questioning, of warning, even if you like, of pleading. It was not the pleading of weakness, on bended knee, of subservience to a power which could dispose at will of our future. It was the pleasing of a people who can see reason and wish that others could see it too. It was the pleading which the strong address to the weak that they may be spared the suffering which would flow from their intransigence.

There is a power in such pleading greater than the power of command, when it is backed as in our case by the greatest technological skill and productive capacity and moral stamina which the world has ever seen. It draws added strength from the truth that we seek no added power or dominion and that the world knows this to be true. It grows still stronger when, as now, it is coupled with the sound of bombs and guns used at great personal sacrifice on behalf of the United Nations and of a small gallant, freedom-loving nation established under the aegis of the United Nations.

We will not barter the freedom which rings on mountain tops or in the valleys or on the plains of any free people. Nor will we impose our ideas upon any other people.

As a matter of fact, we in America harbor the most revolutionary doctrine of all time, the doctrine of freedom or liberty. Only the staunchest and most vigorous community can retain the slogan after the first fine frenzy of the fighting days when the yoke is thrown off. The Russians sank into the reactionary pattern at once, making freedom (of thought, of speech, of religion, of aspiration, of activity) a capital crime once the old regime was overthrown. They were too weak to tolerate freedom. The glory of the American revolution and indeed of the whole western revolution which celebrated the rights of man, as contrasted with the rights of the state—which means the ruling clique—is its ability to retain the revolutionary slogan of freedom throughout a century and a half.

It is commonplace with us to groan over the petty trials and tribulations which result from freedom. Fortunately, we have so far generally secured the necessary delicate balance between license and liberty. Our measure of success is the product of a quality which is a national characteristic despite numerous individual deviations. That quality is a sense of responsibility—of proud responsibility. There is in the American spirit a realization that we are the inheritors of great traditions. Something priceless has been passed on through generations into our hands and must be passed on by us, unblemished and intact. Whenever we exercise our freedoms without a sense of responsibility, damage is done to our great cause. The sometimes irresponsible exercise of the freedom of the press causes great damage to our hard-won friendship with other peoples. Not all editors scan their columns with the question in their minds, "Will this contribute to our friendship with the people of X country?" In terms of our international relations, our Government has dealt with this problem for many decades. We have pointed out, and properly, that because we have freedom of the press, no foreign government should impute to ours the frequently irresponsible statements of criticism or reproach. What is levelled at the heads of foreign governments is equally levelled at our own. Let the state which similarly permits free criticism of itself, cavil at our newspapers or magazines. Wherever there is also a free press, governments understand even though private reactions are extreme. We must always be alert to appreciate the reciprocal aspect of a free press.

Far different is the situation where the press is allowed to print only what the government permits.

AMBASSADOR JESSUP

When *Pravda* or *Isvestia* or *Red Star* speaks in their columns from Moscow, we know that government has spoken. The Kremlin seeks to defend itself by quoting the *New York Times* or the *Chicago Tribune*, but neither it nor any informed source believes for a minute that those, or any other American editorial columns, parrot the dictates of the White House as all Soviet papers parrot the dictates of the Kremlin.

Any one who has sat through endless sessions of the United Nations General Assembly and its committees has seen the contrast. The bloc of five—the U.S.S.R. and its four Satellites—speak with the single voice of the Cominform. Repetition is for them a virtue and repetition covers not only ideas but even the verbiage. On the other side is the free world—53 or 54 nations speaking on disparate notes which are at the same time not discordant because they compose a symphony of truth and of conviction that they believe what is called in the law "The Truth of the matter asserted."

The freedom of the modern democratic society as an enduring phenomenon is new in history. There are the prototypes of the Greek City States and of Rome and even of some primitive societies, but in historical retrospect these examples stand out as islands in a great stormy ocean of dictatorship and imperial rule. The free democratic English spirit ploughed its way through the ancient bulwarks of the royal prerogative and privileged nobility for centuries, but the English democracy we know was not apparent to our forebearers in 1776. It was the spirit of the latter eighteenth century which drew on the deep wells of human aspiration and created an enduring free democratic society.

The Russian Revolution of 1917 seemed for a brief historical moment to be in this great tradition. But the revolutionary principle of freedom was soon betrayed. It was replaced by a reactionary movement which has kept the various peoples of the Soviet Union in its grip for thirty years. The course of free democracy has gone on elsewhere and has grown in strength and in human appeal. In the Soviet Union it has been beaten into submission. Czarist Russia was symbolized by the whip which kept the serfs in subjection and by the bear which kept stretching out greedy arms with claws, for more territory to satiate the imperialist urge. Soviet Russia has in reality the same symbols. The whip, the symbol of fear and the police state, is identical. The claws of the bear are now the sickle which circles the hammer but there is the same imperialist drive. Poland was a victim to Czarist imperialism and is again a victim to Soviet imperialism. Czarist Russia stretched its greedy claws out to Port Arthur and Manchuria and rivalled Japan for control of Korea. Port Arthur is again a Russian base wrested from China. Manchuria, Mongolia, Sinkiang are being hacked away from China by the communist imperialist sickle. And now again Korea.

But in Korea the true revolutionary spirit of freedom, which has been kept alive all these decades in the free democratic world, has responded. In all Asia the yearning for relief from misery and oppression can best be met by the spirit of freedom. While the free spirit of Balts and Czechs and Poles and Hungarians and others has been beaten into temporary bloody subjection by the hammer and sickle, the national freedom of the Filipinos, the Indians, the Pakastanis, the Ceylonese, the Burmese, the Indonesians, the Indochinese, and at least some of the Koreans, has been realized. It has been realized because the free world has set those peoples free. Freedom is budding too in Africa where under the aegis of the United Nations and against Soviet opposition, independence is already being prepared for Libya and Somaliland.

We are still the revolutionaries, we of the free world in the Americas, in Europe, in Africa, Asia and

the islands of the sea. With and among us there still burgeon the concepts of social justice and of tolerance. Meanwhile, the modern technological version of ancient tyranny still flourishes in the vast Russian domain. The revolutionary spirit of democracy first won its liberties by force of arms. It has had to turn from the plough and the machine time and again to keep its freedom from tyranny. But its greatest strength has been the universal appeal of its spirit. The revolutionary slogan of freedom still has the greatest power. The reactionaries, whether in the Kremlin or elsewhere, try to ride the tide of freedom by pretending to accept it. Like prior tyrants, the Politburo "struts and frets his hour upon the stage and then is heard no more." His propaganda "is a tale told by an idiot, full of sound and fury, signifying nothing."

There are many parts of the Charter of the United Nations which the Soviet Union ignores. It cannot ignore the opening words of the Charter's preamble which begins, "we the Peoples of the United Nations . . . " The peoples of the Soviet Union and the states now satellites still have the longing for freedom and that longing will some day be satisfied. It will be satisfied because the revolution of freedom still has the vitality of youth and is still on the march.

THE CONFERRING OF HONORARY DEGREES

with the words of the Citations by President Samuel S. Stratton

CHARLES SEYMOUR, *Doctor of Laws*

Sponsored by Mr. Hall P. McCullough, *Trustee*, and

Presented by Dr. Stephen A. Freemen, *Vice President of the College*

Mr. President: By vote of The President and Fellows of Middlebury College I present for the degree of Doctor of Laws, Charles Seymour.

A graduate of Cambridge University, England, and of Yale University; Professor of History, then Provost, and President of Yale University from 1937 to 1950; leader of several American Commissions at the Peace Conference in Paris in 1919, and author of histories interpreting the events of those years; internationally known educator and historian.

He is worthy of this honor and I request that it be conferred upon him with all the rights and privileges appertaining thereto.

Citation by President Samuel S. Stratton

Charles Seymour: President Emeritus of a great university, your outstanding achievements as scholar, historian, and administrator have already brought you the highest of honors as well as international recognition. Today on this, our Sesquicentennial Anniversary, it is our pleasure to add one more degree to your record. In part, because you are the successor of Yale's Timothy Dwight whom we claim as one of our founding fathers, but of equal importance because we find in your gracious and modest and wise administration a pattern of educational leadership for Middlebury presidents to follow.

Therefore, by virtue of the authority vested in me by the Trustees of Middlebury College it is my privilege to confer upon you the degree of DOCTOR OF LAWS with all the rights, privileges and honors here and everywhere appertaining thereto.

OLIVER CROMWELL CARMICHAEL, *Doctor of Laws*

Sponsored by Mr. Elbert S. Brigham, '03, *Trustee*, and

Presented by Dr. Stephen A. Freeman, *Vice President of the College*

Mr. President: By vote of The President and Fellows of Middlebury College I present for the degree of Doctor of Laws, Oliver Cromwell Carmichael.

A graduate of the University of Alabama, Rhodes Scholar at Oxford, instructor of French, then President of Alabama College, and later Chancellor of Vanderbilt University; now President of the Carnegie Foundation for the Advancement of Teaching; member of the Senate of Phi Beta Kappa; educational administrator, respected advisor on national affairs, and public servant.

He is worthy of this honor and I request that it be conferred upon him with all the rights and privileges appertaining thereto.

Citation by President Samuel S. Stratton

Oliver Cromwell Carmichael: Gifted scholar, experienced educator, as former President of Alabama College and the respected Chancellor of Vanderbilt University, as a member of such humanitarian organizations as the Hoover Relief Commission and of the American Red Cross, as a member of the President's Commission on Higher Education, your career has been outstanding and your efforts on behalf of your fellowman exemplary. Now as President of the Carnegie Foundation for the Advancement of Teaching, you bring to one of the highest posts in the field of education the insight born of experience and the discriminating judgment without which educational theories become fantastic and thus you modestly but effectively

give inspiration to all who gladly or grimly strive to raise the level of human intelligence and conduct by teaching. In recognition of your lifetime of distinguished service it is my pleasure to confer upon you at the direction of the Trustees of Middlebury College the degree of DOCTOR OF LAWS with all the rights, privileges and honors, here and everywhere appertaining to this degree.

PHILIP C. JESSUP, *Doctor of Laws*

Sponsored by Mr. Moses G. Hubbard, Jr., '13, *Trustee*, and

Presented by Dr. Stephen A. Freeman, *Vice Preisdent of the College*

Mr. President: By vote of The President and Fellows of Middlebury College I present for the degree of Doctor of Laws, Philip C. Jessup.

A graduate of Hamilton College, Yale and Columbia Universities, lawyer, and professor of international law at Columbia University; assistant to Elihu Root at the Conference on a Permanent Court of International Justice in 1929; Assistant Secretary-General of the UNRRA and Bretton Woods Conferences; author of many books on international law and American foreign policy.

He is worthy of this honor and I request that it be conferred upon him with all the rights and privileges appertaining thereto.

Citation by President Samuel S. Stratton

Philip C. Jessup: Public servant, author, expert on international law, you have time and again reluctantly left Columbia's calm halls for turbulent sessions with delegates from many lands where painstakingly the golden thread of international comity is, we hope, slowly spun. Early in your career, as an assistant to the distinguished Elihu Root, later as a member of the American Commissions at Bretton Woods, at San Francisco, and, more recently, at Berlin, you have proven a skillful trouble-shooter and a man of good will, serving competently wherever the deepest controversies stir.

For these reasons it is now my privilege, at the direction of the Trustees of Middlebury College, to confer upon you the degree of DOCTOR OF LAWS, with all the rights, privileges and honors here and everywhere appertaining to this degree.

HENRY MERRITT WRISTON, *Doctor of Laws*

Sponsored by Mr. Leon S. Gay, *Trustee*, and

Presented by Dr. Stephen A. Freeman, *Vice President of the College*

Mr. President: By vote of The President and Fellows of Middlebury College I present for the degree of Doctor of Laws, Henry Merritt Wriston.

A graduate of Wesleyan and Harvard Universities; formerly President of Lawrence College; President of Brown University since 1937; president, trustee and director of educational associations, international foundations and community service funds.

He is worthy of this honor and I request that it be conferred upon him with all the rights and privileges appertaining thereto

Citation by President Sameul S. Stratton

Henry Merritt Wriston: Cheerful critic, diplomatic administrator, as an Instructor in history at Wesleyan University, as President of Lawrence College, and now of Brown University, you have ever been a stimulating and provocative leader in American higher education. As the author of such inspired writings as *Challenge to Freedom* and *Strategy of Peace*, as a former President of the Association of American Colleges, as a trustee of various world peace foundations, you have been delightfully forthright in your convictions and eminently sound in your judgments.

It is, therefore, a privilege for me, at the direction of the Trustees of Middlebury College, to confer upon you the degree of DOCTOR OF LAWS, with all the rights, privileges and honors here and everywhere appertaining to this degree.

MILDRED McAFEE HORTON, *Doctor of Laws*

Sponsored by The Honorable Redfield Proctor, *Trustee*, and

Presented by Dr. Stephen A. Freeman, *Vice President of the College*

Mr. President: By vote of The President and Fellows of Middlebury College I present for the degree of Doctor of Laws, Mildred McAfee Horton.

A graduate of Vassar College and the University of Chicago; Dean of Women at Oberlin College; President of Wellesley College from 1936 to 1949; Commanding officer of the Women's Reserve of the United States Navy; distinguished leader of women.

She is worthy of this honor and I request that it be conferred upon her with all the rights and privileges appertaining thereto.

Citation by President Samuel S. Stratton

Mildred McAfee Horton: Gifted with a resolute and restless spirit, in time of war when your country called upon you to take command of the Women's Reserve of the United States Navy, you willingly laid aside the cap and gown, symbol of years of distinguished academic life. Under your imaginative direction, the gallant WAVES soon earned national acclaim and Wellesley College won additional esteem for its renowned contribution to the liberal education of American women until you understandably forsook all for the "domestic virtues."

It is, therefore, my pleasure to bestow upon you, at the direction of the Trustees of Middlebury College, the degree of DOCTOR OF LAWS, with all the rights, and privileges and honors here and everywhere appertaining thereto.

The Dedication of Lang Field

The following address by President Stratton was given September 30, 1950 on the occasion of the Dedication of the Ted Lang Jr. Memorial Field. This field is located in the rear of the World War II Memorial Field House.

We are gathered together this morning to dedicate the Lang Field presented to our college by Ted Lang, '17, and Mildred Lusk Lang, '15. They are known to all of you as loyal Middlebury graduates; because of their modesty they are known only to their intimate friends as a Middlebury couple who love their Alma Mater and have ever given of their time, energy, and substance to promote her welfare and to defend her reputation.

This dignified marker about which we stand, with a brevity that is eloquent, will ever memorialize their son, Ted Lang, Jr. It bears the emblem of the Combat Infantryman and reads simply:

> Lang Field. In Memory of Ted Lang, Jr.
> Born June 13, 1925, Killed in Action in
> France, November 13, 1944.

The stone is native quartsite brought here from the environs of Lake Dunmore where Ted, Jr. spent so many happy boyhood years with his parents and his sister, Janet Lang Krumm, '41.

This field will fill a long-felt need for intramural sports activities. Those who knew Ted, Jr. well understand how fitting it is that generations of Middlebury men will in friendly, wholesome, competitive, outdoor sports enjoy good exercise and clean fun on this field looking outwards to the Green Mountains which he loved.

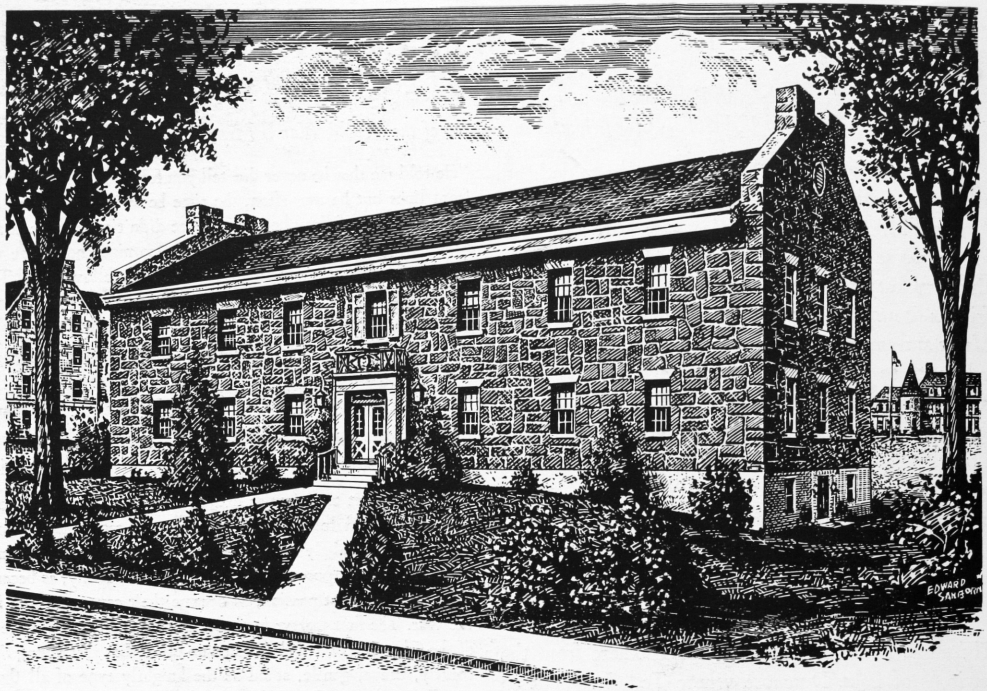
As a boy, Ted, Jr. looked forward with great enthusiasm to graduating from Middlebury College as his father and mother and sister had done before him. Shortly after graduating from High School he entered the Armed Services on August 27, 1943. At Georgia Tech, in the Army Specialized Training program, he passed the Army Aviation Examination but the compelling need at that time for gound forces resulted in his being sent to Fort Bragg for combat training from April to August 1944. At the end of this period of training young Ted volunteered for immediate foreign duty in Combat Replacement Infantry. He sailed with his comrades in September 1944 and was sent to the battle lines on his arrival in Europe. Ted's buddy in the attack in which he lost his life for his country wrote in a boy's words of young Ted, and I quote:

> "He told me that he never did tell you folks that he was in the front lines but he *was*—from the time he arrived in our outfit. He was a brave fellow because he sure didn't seem to be afraid of anything. We started an attack one morning and before we got a good start a sniper caught Ted. All the fellows liked Ted and it made us all feel pretty bad. He never worried about getting hit himself but said he hated to think how you folks would feel if he did get killed or wounded."

On the occasion of the 100th Anniversary of the founding of our college, Professor Walter E. Howard, in his Centennial oration, in speaking of the history of the college during the Civil War period, said:

> "When the last compromise had been rejected, the last word said, when the flute faltered and the trumpet rang, then the men of Middlebury calmly laid aside the book and pen and peaceful hope and fond purpose and young desires, and coolly, as became their race, without passion, as became their cause, enlisted for the war. The first martyr in that cause of liberty was Bennett, of the Class of 1864. I shall name no other. Let that young life, courtly, brave, gentle, stand as the knightly type of all those Middlebury men who in that contest gave the scholar's proof that 'a sweet and pleasant thing it is for one's country to die.'"

Nearly a century in the life of this college has passed since that young man of the class of 1864 made the supreme sacrifice and half a century in the life of our college has passed since Professor Howard in the year 1900 wrote the words I have quoted. Yet today, with the knowledge of Ted, Jr. that has come to me from those who knew and loved him, it seems beautifully appropriate to dedicate this field to the memory of Ted Lang, Jr., courtly, brave, gentle, knightly, who, as a Combat Infantryman in the front line of attack, found that "a sweet and pleasant thing it is for one's country to die."



Carr Hall, the newest addition to the Middlebury campus

Three Buildings Erected In Sesquicentennial Year

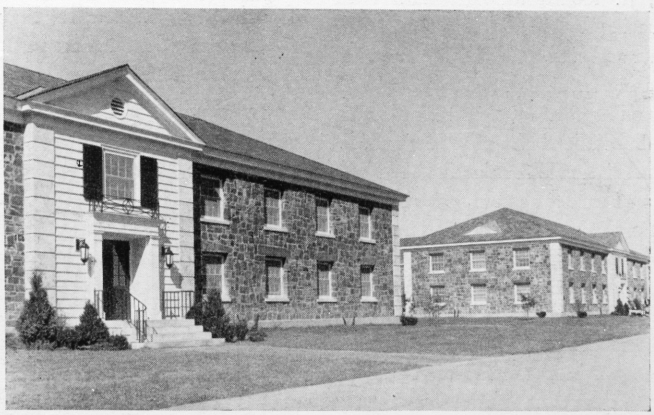
Carr Hall, a recitation building which will be occupied within a month by the Fine Arts and other departments, is the second of two buildings added to the Middlebury College campus during the Sesquicentennial year. Battell Hall, (see July, 1950 NEWS LETTER) women's dormitory unit, was completed in time for occupancy by this year's freshmen women. The addition of Carr Hall and Battell Hall is part of the extensive postwar expansion of the College under President Samuel S. Stratton.

Carr Hall was erected in memory of Reid L. Carr, a native of Cornwall, Vt., prominent New York lawyer, trustee and alumnus of the College, who died two years ago. The new building is of modified Georgian style and is faced with limestone cut from local quarries. Two stories high, the building cost about $150,000. Funds for the construction and endowment were provided by the estate of Mrs. Reid L. Carr.

The first floor of Carr Hall has a memorial lobby, a fine arts library, offices and classrooms, while the upper floor contains two art studios. A well lighted basement provides facilities for lectures and classrooms.

Carr Hall was constructed by Austin & Company of New York, the same firm that erected Battell Hall. The new building is located east of Forest Hall and faces College Street.

During Sesquicentennial Week-end open house was held at Battell Hall.



Battell Hall, North and South